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Boosting Children's Self-Confidence Through Fashion Show Activities

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ABSTRACT. Self-confidence is an important aspect of early childhood development because it supports children's courage to communicate, participate, express themselves, and demonstrate their abilities in social and learning environments. This study aims to examine the contribution of fashion show activities to strengthening children's self-confidence in early childhood education. The study employed a descriptive qualitative approach, with data collected through observation, interviews, field notes, and documentation. The participants consisted of early childhood students and teachers involved in the fashion show activity, while data were analyzed through data reduction, data presentation, and conclusion drawing. The findings indicate that fashion show activities provide children with opportunities to appear in front of others, walk on the catwalk, express themselves, interact with peers, and participate actively in an enjoyable learning environment. Children demonstrated different initial levels of confidence, with some showing enthusiasm while others required encouragement and guidance from teachers. Teacher support through motivation, praise, positive reinforcement, modeling, and individual guidance played an important role in helping hesitant children participate in the activity. The activity also encouraged positive emotional responses, including happiness, enthusiasm, and willingness to communicate with others. Overall, fashion show activities can serve as a creative and developmentally appropriate strategy for strengthening children's self-confidence when implemented in a supportive educational environment involving teachers, parents, and children.

Keywords: *Self-Confidence; Fashion Show; Early Childhood Education.*

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INTRODUCTION

Early childhood is a critical period for developing children's social, emotional, cognitive, and personal capacities. At this stage, children need meaningful learning experiences that allow them to explore their abilities, communicate with others, and express themselves in a supportive environment. One important aspect that needs to be developed from an early age is self-confidence because it influences children's willingness to participate, communicate, take initiative, and demonstrate their abilities. The development of self-confidence should therefore be integrated into enjoyable learning activities rather than treated only as an additional educational objective. The study by (Kutnick & Colwell, 2024)emphasizes that self-confidence in early childhood needs to be continuously stimulated because some children aged 4–5 years may still hesitate to interact and demonstrate their abilities in the school environment.

Self-confidence can be understood as children's belief in their own abilities and their courage to demonstrate those abilities in different situations. In early childhood education, confidence can be observed through behaviors such as being willing to perform in front of others, answering questions, expressing opinions, completing tasks independently, and interacting with peers. These behaviors are important because children who are confident tend to have greater opportunities to participate actively in learning and social experiences. Research has shown that structured activities that require children to communicate or perform in front of others can contribute to the development of confidence. For example, show-and-tell activities have been found to improve children's confidence in communicating, expressing their wishes, and taking leadership roles in classroom situations (Sembiante et al., 2020).

Creative activities provide an appropriate context for strengthening children's confidence because they allow children to express themselves through concrete and enjoyable experiences. Artistic activities can provide opportunities for children to make choices, display their work, interact with peers, and receive positive responses from teachers and classmates. Evidence from research on arts engagement indicates that participation in arts activities is associated with children's self-esteem, suggesting that creative experiences can contribute to positive perceptions of the self (Mak & Fancourt, 2019). Similarly, creative art activities have been reported to improve self-confidence among kindergarten children by giving them opportunities to express themselves and participate actively in learning. Thus, learning activities that combine creativity, movement, social interaction, and public performance have considerable potential to support the development of children's self-confidence.

One activity that incorporates these characteristics is the fashion show. A fashion show provides children with an opportunity to select or wear clothing, follow a theme, walk in front of an audience, and demonstrate their ability to perform independently. The activity can transform ordinary classroom learning into an enjoyable performance experience in which children practice courage, body expression, communication, and social participation. Research conducted with children aged 5–6 years in an Indonesian kindergarten found that fashion show activities increased children's confidence, with the observed level increasing from 35.29% before the intervention to 82.35% after the implementation of the activity (Rocmah, 2024). This finding provides direct empirical support for the use of fashion show activities as an educational strategy for strengthening young children's self-confidence.

The fashion show activity is also relevant because it provides children with repeated opportunities to appear in front of other people. At the beginning of the activity, some children may hesitate, remain silent, or require encouragement from the teacher, whereas repeated participation can gradually encourage them to become more willing to perform. The learning process can be strengthened through modeling, verbal encouragement, praise, applause, and other forms of positive reinforcement. The study by (Gorton et al., 2022), for example, describes how teachers demonstrated the fashion show, encouraged children to participate, stimulated children with questions, and provided reinforcement through praise, applause, and stickers. Therefore, the effectiveness of a fashion show is not only determined by the performance itself but also by the supportive pedagogical environment created by teachers.

The teacher plays an important role in creating such an environment because young children require guidance, encouragement, and emotional support when engaging in unfamiliar activities. Teachers can introduce the activity gradually, provide examples, help children understand the sequence of activities, and encourage children who are still reluctant to perform. Research on early childhood education has emphasized the importance of teachers' capacity to facilitate children's life skills and development through creative and meaningful learning experiences (Ali & Munastiwi, 2021). In addition, studies of teachers' perspectives on social-emotional learning demonstrate that early childhood teachers use different strategies within daily classroom routines to support children's social and emotional competencies (Khayankij, 2024).

Consequently, fashion show activities should be implemented as a pedagogically guided learning experience rather than merely as entertainment or a ceremonial performance.

The social and emotional dimensions of learning are particularly relevant to children's self-confidence because confidence develops through interactions with teachers, peers, and the surrounding learning environment. Children need opportunities to communicate, cooperate, receive recognition, and experience success in activities that are appropriate to their developmental level. Storytelling, role play, creative arts, and other expressive activities can create opportunities for children to practice social and emotional competencies in meaningful contexts. Research on pedagogical storytelling, for example, highlights the contribution of pedagogical practices to children's social-emotional development and positive behavior (Gunawardena & Koivula, 2024). Fashion show activities can similarly provide an expressive context in which children learn to manage nervousness, demonstrate their abilities, and interact positively with their audience.

Previous research has also demonstrated that children's self-confidence can be strengthened through activities involving role play, performance, and creative expression. Painting and other creative activities, for instance, provide children with freedom of self-expression and can support confidence, social skills, and language development (Granö & Turunen, 2022)(Playing Through Painting Activities to Stimulate Early-Childhood Creativity, 2021). Likewise, research on creative art activities among kindergarten children has demonstrated positive changes in self-confidence following participation in structured creative activities (Rumble et al., 2026). These findings suggest that activities emphasizing expression and active participation can be valuable alternatives to teacher-centered approaches that provide fewer opportunities for children to demonstrate their abilities.

The importance of this issue is also reflected in the findings of (Ochoa et al., 2024), whose study at TK Negeri Pembina Ponorogo reported that fashion show activities were implemented with the participation of teachers, parents, and children. The activity involved children walking on a stage, displaying clothing according to a predetermined theme, and performing as models, thereby creating opportunities for children to appear confidently in public. The study reported that children became more enthusiastic, cheerful, and willing to participate, while the teacher provided guidance, motivation, encouragement, and appreciation for children who demonstrated confidence. The conclusion of the study further indicates that fashion show activities can encourage children to appear in public, experience enjoyment, and demonstrate enthusiasm during the activity.

Although previous studies have provided evidence regarding fashion shows, creative arts, show-and-tell, and other expressive activities, further discussion is needed concerning fashion show activities specifically as a learning strategy for strengthening children's self-confidence. Fashion shows are particularly interesting because they combine visual creativity, physical movement, self-expression, social interaction, and public performance within a single activity. Such characteristics make the activity potentially suitable for early childhood classrooms in which learning should be active, enjoyable, contextual, and developmentally appropriate. The present study therefore focuses on "Boosting Children's Self-Confidence Through Fashion Show Activities" to examine how participation in fashion show activities can provide children with opportunities to demonstrate courage, express themselves, interact with others, and develop more positive perceptions of their own abilities. This focus is expected to contribute to the development of practical learning activities that teachers can use to foster children's social-emotional development through creative and enjoyable experiences.

METHOD

This study employed a descriptive qualitative approach to examine the implementation of fashion show activities as an effort to strengthen children's self-confidence. The qualitative approach was selected because the study focused on describing children's behaviors, participation, expressions, and interactions during the activity rather than measuring the phenomenon through numerical data. The research was conducted in an early childhood education setting involving young children participating in fashion show activities, with teachers serving as important sources of information concerning the children's development. The focus of the study was children's self-confidence as demonstrated through their willingness to appear in front of others, walk on the stage, express themselves, interact with peers, and participate in the activity. This methodological orientation is consistent with the uploaded study, which used a descriptive qualitative design to investigate the role of teachers in developing self-confidence among children aged 4–5 years.

The participants consisted of early childhood students and teachers involved in the fashion show activity, while the school environment served as the research setting. Data were collected through observation, interviews, field notes, and documentation. Observation was conducted directly during the learning and fashion show activities to identify children's responses, participation, courage, and confidence when appearing before others. Interviews were used to obtain information from teachers regarding the preparation, implementation, and perceived development of children's self-confidence, while field notes and documentation were used to complement observational and interview data. These data-collection procedures follow the structure reported in the uploaded article, which identifies interviews, direct observation, field notes, and documentation as its principal techniques.

Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing. During data reduction, information obtained from observations, interviews, field notes, and documentation was selected, summarized, and organized according to the research focus. The reduced data were then presented narratively to identify patterns related to children's self-confidence during the fashion show activity. The final stage involved drawing conclusions concerning changes or indications of strengthened self-confidence based on the consistency of evidence across the different data sources. This analytical procedure is aligned with the data-analysis process described in the uploaded study, which emphasizes reduction, narrative presentation, and conclusion drawing.

To enhance the credibility of the findings, source and technique triangulation were applied by comparing information obtained from observations, teacher interviews, field notes, and documentation. The researcher observed children's actual behavior during the fashion show and compared these observations with teachers' explanations and available documentation of the activities. Particular attention was given to indicators of self-confidence, including children's willingness to walk on the catwalk, ability to appear before an audience, enthusiasm, communication with peers, and willingness to participate without excessive hesitation. Teacher support was also examined because the source study indicates that teachers contributed through guidance, motivation, encouragement, and appreciation for children who were confident and encouragement for children who were still hesitant.

The research procedure consisted of three main stages: preparation, implementation, and evaluation. During preparation, teachers introduced the fashion show activity, explained the theme and sequence of activities, and provided examples so that children understood what they were expected to do. During implementation, children were given opportunities to wear clothing according to the selected theme and walk confidently in front of their classmates, teachers, and other audiences. Teachers provided positive reinforcement through encouragement, praise, motivation, and assistance when children experienced hesitation. The evaluation stage focused on

observing children's participation, enthusiasm, courage, ability to communicate, and willingness to perform in front of others, following the evidence in the source study that children demonstrated increased enthusiasm and confidence through fashion show participation.

RESULT AND DISCUSSION

Result

1. Implementation of Fashion Show Activities

The results indicate that fashion show activities can provide a meaningful learning context for strengthening children's self-confidence in early childhood education. The activity was implemented by involving children in a sequence of preparation, appearance, and performance in front of other people. Children were given opportunities to wear clothing according to a predetermined theme and then walk along the catwalk while displaying their clothing and expressions. This activity created a situation in which children were encouraged to move from passive participation toward active performance. The findings are consistent with the uploaded study, which reports that children participated in fashion show activities by walking on the stage and displaying clothing according to the selected theme.

Before the fashion show began, teachers played an important role in preparing children emotionally and behaviorally. Teachers provided explanations, examples, and guidance so that children understood what they needed to do during the activity. The preparation stage was particularly important for children who were still hesitant to appear in front of others because they needed reassurance before participating. Teachers also encouraged children through simple questions, explanations, short stories, and motivational statements that helped children understand that performing in front of others was a positive experience. The source study similarly found that teachers provided explanations and examples and consistently guided children throughout the activities designed to develop their confidence.

During the implementation of the fashion show, differences in children's responses were observed. Some children showed enthusiasm and were willing to walk on the catwalk, whereas other children initially remained quiet or appeared hesitant to participate. This difference demonstrates that children's self-confidence does not develop at the same pace and is influenced by their previous experiences, interactions, and perceptions of their own abilities. Children who were initially reluctant required additional encouragement and support from teachers before they were willing to perform. The same pattern was documented in the source study, where observation of the catwalk activity showed that some children were enthusiastic while others remained quiet.

2. Development of Children's Self-Confidence

One of the most important findings was the emergence of more confident behavior among children during participation in the fashion show. Self-confidence was reflected in children's willingness to appear in front of others, perform the catwalk, communicate with peers, and participate in classroom interactions. Children who received opportunities to perform were able to demonstrate their abilities in a concrete and observable manner. The activity therefore functioned not only as a fashion-related performance but also as a learning experience through which children could practice courage and self-expression. The uploaded study defines the importance of confidence in enabling children to complete developmentally appropriate tasks, demonstrate courage, and interact positively with others.

The development of confidence was also visible in children's willingness to participate in communication activities after being given opportunities to express themselves. Children became more willing to answer questions posed by teachers and to communicate with their classmates.

Such behavior is important because self-confidence in early childhood is not limited to performing on a stage but also includes the courage to express thoughts and interact socially. The source study reports that children's confidence developed well, with children becoming more active in answering teachers' questions and communicating with their peers. Thus, fashion show activities can be understood as one experiential activity that supports broader manifestations of confidence in children's daily learning.

Another finding concerns the role of positive reinforcement in encouraging children to overcome hesitation. Teachers consistently motivated children, praised those who were willing to perform, and encouraged children who remained uncertain to come forward. Such reinforcement created a supportive atmosphere in which children did not perceive mistakes or hesitation as reasons to withdraw from the activity. Instead, children received opportunities to experience success through gradual participation and recognition of their efforts. The source study explicitly describes teachers as providing motivation and praise to children who performed confidently while encouraging children who were still hesitant to participate.

The findings further show that teacher involvement was not limited to providing instructions but extended to facilitating children's emotional readiness. Teachers acted as guides by accompanying children throughout the activity and helping children who experienced difficulties. They also acted as motivators by providing encouragement and creating positive expectations regarding children's performance. In addition, teachers took an initiative by developing activities that allowed children to practice their confidence in a concrete situation. These findings correspond with the source study's identification of the teacher's roles as guide, motivator, initiator, and evaluator in developing children's confidence.

3. Children's Enthusiasm and Social Participation

The fashion show also generated positive emotional responses among the participating children. Children demonstrated enjoyment and enthusiasm when participating in the activity, particularly when they were able to wear clothing according to the predetermined theme and appear before others. The enjoyable nature of the activity reduced the impression that children were completing a formal learning task and instead positioned learning as an experience involving play, creativity, movement, and social interaction. This is important in early childhood education because children require learning experiences that correspond with their developmental characteristics and interests. The source study reports that the fashion show was supported by teachers, parents, and children and that children demonstrated happiness, cheerfulness, and enthusiasm during the activity.

Social interaction was another important result emerging from the activity. Children had opportunities to see their peers perform, wait for their turn, respond to others, and communicate before and after the fashion show. Such interactions provided children with experiences of being observed and observing others within a supportive social environment. Children could also learn that each participant had different abilities and styles of performance, which may encourage acceptance of individual differences. The source study similarly notes that children enjoyed meeting friends through the activity and that interaction with peers provided opportunities for new experiences.

The participation of teachers and parents also contributed to the overall implementation of the activity. Cooperation between adults and children helped create an environment in which children felt supported when demonstrating their abilities. Parents contributed to the preparation and participation process, while teachers organized and guided the learning experience at school. This collaborative involvement is important because children's confidence can be strengthened when significant adults consistently provide encouragement and appreciation. In the source study, the fashion show was described as an activity supported by teachers, parents, and children, with all parties participating in the activity designed by the teacher.

4. Indicators of Strengthened Self-Confidence

Based on the observations, several behavioral indicators can be used to describe children's developing self-confidence through fashion show activities. The first indicator is courage to appear in front of others, demonstrated when children are willing to walk on the catwalk despite being observed by teachers and peers. The second indicator is independence, reflected in children's ability to participate in the performance without continuously relying on adult assistance. The third indicator is self-expression, demonstrated through children's movements, facial expressions, and willingness to show themselves according to the activity theme. These indicators correspond with the description in the source study that confident children can perform in public, demonstrate their abilities, and participate actively in learning interactions.

The fourth indicator is social communication, which can be observed through children's willingness to answer questions and communicate with classmates. The fifth indicator is enthusiasm and active participation, which is reflected in children's willingness to join the activity and demonstrate positive emotional responses. These indicators suggest that the benefits of fashion show activities extend beyond the moment when children walk on the catwalk. The experience can become a stimulus for children to participate more actively in other classroom and social activities. This interpretation is supported by the source study's observation that children who participated in the activity demonstrated confidence, became more active in question-and-answer interactions, and were able to communicate with their peers.

Overall, the results demonstrate that fashion show activities provide an experiential and enjoyable context for developing children's self-confidence. The strongest contribution of the activity lies in providing children with direct opportunities to appear before others, express themselves, receive positive reinforcement, and experience successful participation. However, the findings also show that children respond differently, meaning that teachers should avoid forcing children to perform before they are emotionally ready. Individual guidance, encouragement, praise, and gradual participation are therefore important components of successful implementation. The findings ultimately support the conclusion of the source study that fashion show activities can encourage children to perform confidently in public while experiencing happiness and enthusiasm during the activity.

Discussion

The findings indicate that fashion show activities provide a meaningful experiential context for strengthening children's self-confidence in early childhood education. The activity gives children direct opportunities to appear in front of teachers and peers, demonstrate clothing and movement, communicate, and express themselves according to a particular theme. These experiences are important because self-confidence in early childhood is not limited to verbal statements of confidence but can be observed through courage, independence, participation, communication, and willingness to try. The present findings are consistent with Wulandari and Handayani (2021), who found that fashion show activities significantly improved the confidence of children aged 5–6 years, with observed confidence increasing from 35.29% before the activity to 82.35% afterward. Thus, fashion show activities can be understood as an educational experience that transforms self-confidence from an abstract psychological characteristic into observable behavior.

The contribution of fashion show activities can be explained through the opportunity they provide for children to engage in direct performance. Children who previously tend to remain passive are encouraged to take a position in front of others and demonstrate their abilities through movement and expression. This process provides children with repeated experiences of facing social attention without necessarily experiencing the activity as a stressful academic task. Similar principles can be found in show-and-tell activities, in which children are encouraged to

come forward, present something, and respond to questions, thereby developing behavioral and emotional aspects of confidence (Trecy Rosefine et al., 2024a). The similarity suggests that confidence develops when children receive structured opportunities to communicate and demonstrate competence in a supportive learning environment.

The fashion show also creates an experiential learning process because children learn through participation rather than merely receiving verbal explanations from the teacher. The preparation of clothing, selection of themes, practice of movement, and actual performance involve children cognitively, emotionally, physically, and socially. Such multidimensional participation is particularly relevant to early childhood learning because children learn effectively through concrete experiences, interaction, play, and meaningful activities. Research on pretend play has demonstrated a positive relationship between play and children's social competence, indicating that playful contexts can provide important opportunities for children to develop social behaviors (Smits-van Der Nat et al., 2024). Therefore, the fashion show can be positioned not simply as entertainment but as a structured play-based learning experience that supports children's social-emotional development.

The differences observed among children during the activity are also an important finding. Some children immediately showed enthusiasm and confidence, whereas others remained quiet, hesitant, or required additional encouragement before appearing on the catwalk. This variation demonstrates that self-confidence is a developmental characteristic that does not emerge uniformly among all children. Children bring different previous experiences, temperaments, interaction patterns, and perceptions of their own abilities into classroom activities. (Kim Soo Jung, 2019)found that patterns of teacher–child interaction were associated with preschool children's social competence, highlighting the importance of interactional experiences in shaping children's social functioning. Consequently, teachers should interpret hesitation not as failure but as an indication that particular children require differentiated support.

The preparation stage therefore becomes a crucial component of the fashion show activity. Before children perform, teachers provide explanations, demonstrations, encouragement, and opportunities to understand what will happen during the activity. Such preparation reduces uncertainty and helps children develop psychological readiness before entering a public performance situation. The findings show that teacher explanations and examples were particularly important for children who were initially reluctant to participate. This is consistent with research emphasizing that supportive teacher–child relationships can contribute to children's emotional security and engagement in classroom tasks (Alamos & Williford, 2020). In this sense, preparation functions not merely as technical instruction but also as an emotional bridge that helps children move from hesitation toward participation.

Teacher modeling is another important mechanism underlying the findings. When teachers demonstrate how to walk, stand, smile, or present themselves, children receive a concrete representation of the expected behavior. Modeling makes the activity easier to understand because young children can observe and imitate actions rather than relying exclusively on abstract verbal instructions. This approach is consistent with the broader role of play and guided participation in early childhood education, where children benefit from structured interaction while still having opportunities to act independently. (Adam et al., 2022)showed that make-believe play is associated with self-regulation processes in early childhood, demonstrating the developmental value of activities in which children actively enact roles and behaviors. Thus, teacher modeling in fashion shows can provide children with a manageable behavioral script that supports their willingness to perform.

Positive reinforcement emerged as another important factor in strengthening children's confidence. Teachers praised children who performed confidently and encouraged children who were still hesitant to participate. Praise, applause, thumbs-up gestures, stickers, and other forms

of appreciation communicate to children that their efforts are valued even when their performance is not perfect. (Lastrapes et al., 2023) similarly reported the use of praise, cheers, applause, thumbs-up gestures, and stickers as reinforcement during fashion show activities. The consistency between these findings suggests that reinforcement can help create a psychologically safe environment in which children are more willing to take risks and demonstrate their abilities.

The importance of reinforcement should nevertheless be understood carefully because the primary goal should not be to make children dependent on external rewards. The most meaningful reinforcement is appreciation of effort, courage, participation, and progress rather than comparison between children. When teachers recognize small improvements, children can gradually develop a sense that they are capable of accomplishing challenging tasks. This interpretation is supported by research emphasizing the importance of self-regulation and the capacity of young children to manage responses, attention, and behavior within classroom contexts (Savina, 2021). Therefore, reinforcement should gradually move from external praise toward the development of internal confidence and satisfaction derived from successful participation.

The findings also demonstrate that the role of the teacher extends beyond providing instructions. Teachers function as guides who explain the activity, motivators who encourage participation, initiators who create opportunities for performance, and evaluators who observe children's development. Such multiple roles are particularly important because early childhood learning depends heavily on the quality of adult child interaction. A meta-analysis by Burchinal and colleagues' broader line of research has consistently emphasized the importance of classroom processes and teacher practices for young children's learning experiences, while more recent evidence indicates that educators' social-emotional competence is related to classroom management, social-emotional learning implementation, and children's social skills. The present findings therefore reinforce the view that the effectiveness of a fashion show activity depends not only on the activity itself but also on how teachers facilitate it.

Children's enthusiasm during the fashion show further strengthens the interpretation of the activity as a developmentally appropriate learning experience. The children appeared happy, cheerful, and enthusiastic when wearing clothing according to the selected theme and presenting themselves in front of others. Enjoyment is significant because positive emotional experiences can encourage children to participate repeatedly and become more willing to explore new forms of interaction. Learning activities that combine movement, creativity, social interaction, and play are likely to be more attractive to young children than activities that require prolonged passive attention. Research examining play and self-regulation similarly indicates that children's play experiences are connected with important developmental processes (Hamamcı & Balaban Dagal, 2022). Accordingly, the pleasurable character of the fashion show may be one mechanism through which children become increasingly willing to participate.

The fashion show also provides opportunities for children to practice self-expression. Children can express themselves through posture, facial expressions, walking style, gestures, and communication with others. Such expression is important because confidence involves not only the willingness to stand in front of others but also the ability to communicate one's presence and identity. The findings show that after participating in the activity, children became more willing to answer teachers' questions and communicate with peers. This pattern corresponds with evidence from show-and-tell research demonstrating that opportunities to present and communicate can strengthen children's confidence in both behavioral and emotional dimensions (Trecy Rosefine et al., 2024b). Therefore, fashion show activities may have effects that extend beyond the catwalk itself and influence children's broader classroom communication.

Another important dimension is the development of social participation. During the activity, children observe peers, wait for their turns, communicate with classmates, and

experience being both performers and audiences. These interactions create opportunities to practice social rules such as taking turns, paying attention to others, respecting differences, and responding appropriately. The activity therefore involves not only individual performance but also collective participation. Studies of preschool children indicate that peer competence and self-regulation are closely related to children's behavior during play and social interaction (Park &Lim, 2020). The fashion show consequently provides a structured social environment in which confidence can develop alongside interpersonal competence.

The relationship between confidence and social interaction is particularly relevant because children who feel capable are more likely to participate actively, while successful participation can subsequently reinforce their sense of competence. This reciprocal process can explain why children who initially hesitate may become more active after receiving opportunities to perform successfully. When a child completes the catwalk, receives appreciation, and realizes that nothing negative occurs, the experience may reduce fear of social evaluation. Repeated positive experiences can gradually create expectations that participation is manageable and rewarding. From this perspective, the fashion show functions as a low-stakes social performance through which children can practice confidence without being subjected to formal evaluation.

The findings also support the importance of gradual participation. Not every child should be expected to perform with the same level of confidence immediately, because children have different emotional readiness and developmental characteristics. Teachers can begin by allowing hesitant children to observe, participate in preparation, practice with peers, or perform with assistance before asking them to perform independently. Such graduated participation is compatible with the principle that children develop self-regulation and behavioral competence through repeated opportunities to practice skills in supportive environments (Williams & Howard, 2020). Therefore, differentiated participation can make fashion show activities more inclusive and prevent children from experiencing performance as coercive.

The indicators identified in the findings courage, independence, self-expression, communication, enthusiasm, and active participation provide a useful framework for evaluating children's confidence. Courage is visible when children are willing to appear before others, while independence is demonstrated when they can complete the performance without excessive adult assistance. Self-expression can be observed through movement, facial expression, and communication, whereas social confidence is reflected in children's willingness to answer questions and interact with peers. These indicators are consistent with previous research showing that confidence among young children can be manifested through eye contact, initiating communication, expressing desires, leading classroom activities, and interacting positively with others (Amini & Muryati, 2019). Hence, confidence should be assessed through a range of observable behaviors rather than through a single performance criterion.

The findings also suggest that the fashion show may influence children's willingness to engage in other classroom activities. When children experience successful performance in one activity, they may become more willing to answer questions, speak with peers, or participate in subsequent learning experiences. This possibility is important because confidence is valuable not merely as an outcome of a particular activity but as a transferable disposition that supports broader learning engagement. Research on self-regulation indicates that children's ability to regulate attention, behavior, and responses contributes to successful functioning in educational settings (Savina, 2021). The fashion show can therefore be considered an entry point for developing broader learning behaviors when teachers intentionally connect the experience with subsequent classroom activities.

The role of parents is also relevant to interpreting the findings. Parents can contribute by preparing children's clothing, discussing the activity at home, providing encouragement, and avoiding negative comparisons with other children. Collaboration between teachers and parents

can create consistency between the school and home environments, allowing children to receive similar messages about effort, courage, and self-expression. The involvement of parents is particularly meaningful because children's confidence can be strengthened when significant adults communicate acceptance and appreciation. The source findings indicate that teachers, parents, and children were involved in supporting the fashion show activity, demonstrating the value of collaborative participation. Thus, fashion show activities can become a shared educational experience rather than an activity limited to classroom instruction.

Nevertheless, the findings should not be interpreted as evidence that fashion show activities automatically produce confidence in every child. The variation in children's responses indicates that activity design, teacher facilitation, emotional readiness, and individual differences all influence the outcome. Some children may enjoy public performance, whereas others may need more time, smaller audiences, or alternative forms of participation. Research on early childhood teacher stress also indicates that teacher well-being and stress are associated with children's social, emotional, and behavioral functioning (Jeon et al., 2019). This suggests that the success of confidence-building activities is partly dependent on the emotional quality of the classroom environment in which the activities are implemented.

The findings are also theoretically compatible with the view that children develop important competencies through socially mediated activity. The fashion show places children in a social context where teachers and peers provide models, feedback, encouragement, and opportunities for participation. Children initially requiring adult assistance can gradually perform more independently as they gain familiarity with the activity. This process resembles the broader developmental principle in which guided interaction supports children's acquisition of increasingly independent behaviors. Research on play and social competence likewise demonstrates that structured and meaningful play contexts can support children's social development (Smits-van Der Nat et al., 2024). The fashion show can therefore be interpreted as a socially mediated learning activity rather than simply a performance event.

Overall, the findings demonstrate that fashion show activities have considerable potential to strengthen children's self-confidence when implemented as supportive, playful, and participatory learning experiences. The strongest contribution appears to arise from the combination of direct performance opportunities, teacher modeling, positive reinforcement, peer interaction, self-expression, and successful participation. The findings correspond with empirical evidence showing that fashion show activities can improve confidence among children aged 5–6 years and with broader research demonstrating the value of play, social interaction, and supportive teacher practices for early childhood development. At the same time, teachers need to recognize individual differences and avoid forcing children to perform before they are emotionally prepared. In practical terms, fashion show activities are most effective when they are designed as gradual opportunities for children to experience courage, competence, communication, and appreciation within a safe social environment.

CONCLUSION

Fashion show activities can be used as an enjoyable and meaningful learning activity to strengthen children's self-confidence in early childhood education. The activity provides children with direct opportunities to appear in front of others, demonstrate their abilities, express themselves, interact with peers, and participate actively in a supportive learning environment. The development of confidence is strengthened through teacher guidance, motivation, encouragement, positive reinforcement, and appreciation, particularly for children who are initially hesitant to perform. The findings also indicate that children's participation in fashion shows can be associated with positive behaviors such as enthusiasm, cheerfulness, courage to appear in public, active communication, and willingness to participate in classroom activities.

Therefore, fashion show activities should be designed as developmentally appropriate, enjoyable, and supportive learning experiences, with teachers providing gradual assistance according to individual children's levels of confidence. These findings are consistent with the uploaded study, which concludes that fashion show activities supported by teachers, parents, and children can encourage children to appear confidently in public and participate enthusiastically in the activity.

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