

Developing a Shadow Play Teaching Module for Kindergarten Art Education: A Qualitative Study Using the ADDIE Approach

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Abstract

Aim: This research aims to evaluate the impact of the MSPACT (Multimodal Shadow Play Art Classroom Teaching) program on students' holistic educational development and interactive learning dynamics. *Methods:* A descriptive research design was used in this research whereby 8 qualified teachers from one school in their third or more year of teaching practice were recruited through purposive sampling for the study. MSPACT was evaluated in accordance with the ADDIE model, concentrating on the key features, such as a multimodal learning approach, structured content, and participant and cultural engagement in the learning process. Participants' information was gathered through one-on-one interviews that were conducted in accordance with semi-structured interview guidelines, and the themes thus generated were analyzed qualitatively to explore the choice of the program's educational experiences. *Findings:* According to the study, The MSPACT program enhances holistic educational development and interactive learning dynamics in young learners through play-based and artistic activities. These methods deepen engagement, creativity, cultural exploration, and independent learning. Key findings indicate that the shadow play module enhances enthusiasm, depth of engagement, creative interactions, performance participation, challenges in participation, and curiosity and discovery among kindergarten students. Challenges include managing inclusivity and effectiveness in classroom settings. Thus, all these elements, cumulatively enhance cultural knowledge among students.. *Conclusion:* In conclusion, MSPACT increases the cultural heritage knowledge of kindergarten students considerably by using an interactive and engaging educational model based on ADDIE. However, the study presents some limitations, implying that the research should be carried out in different educational contexts to validate its utility and generalization. Future research should expand the study area to other nations or cultures and use more longitudinal evaluations to determine the long-term advantages of these educational programs for youth cultural literacy.

Keywords: MSPACT Program, ADDIE Model, Cultural Awareness, Kindergarteners, Shadow Play, Art Education, Kindergarten Education, Multimodal Learning, Structured Content Delivery, Cultural Engagement

INTRODUCTION

Background

Cultural aspects in the process of developing young learners should be harnessed to ensure children embrace their cultural backgrounds. Notably, shadow play, which has been long used in numerous cultures as a type of storytelling with the use of silhouettes, has raised interest in increasing cultural sensitivity and understanding in children. Shadow play has been acclaimed as a tool that provides young children with a concrete reference point for abstract ideas, thus promoting the improvement of the children's cognitive and emotional skill set. It has been shown that the use of shadow play is beneficial to a number of learning domains, such as language, society and culture. For example, Kadusi and Stan (2016) elaborated on shadow play and its impact on child development: cognitive, social-emotional, and physical. They stressed that play can combine such elements as activities, creativity, enjoyment, and thought and thus promote holistic development in children. Furthermore, shadow play is quite versatile in that it can be adapted to a child's total curriculum or a single lesson plan. Specifically, Ayu et al. (2023) constructed shadow puppet videos to facilitate children's speaking development in the range of 4-6 years old, which proved highly valid and effective in eliciting purposes and verbal productions. Thus, shadow play can be used in early education and other educational programs as it meets a variety of learning needs and can be effective when it comes to achieving various educational goals of learning activities.

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An analysis of early childhood education reveals that art education is one of the most critical developments in learning that needs to be given due attention. Hence the integration of shadow play during art lessons in kindergarten has been proven to have valuable impacts on various aspects of development including engagement, creativity, cultural diversity, and learning self-reliance (Guirguis, 2018). Since children learn how to manipulate and compose stories using shadows, this type of learning instantly involves their imagination and artistic tendencies (Mata-McMahon, 2019). Furthermore, the incorporation of shadow play in kindergarten increases the aspect of cultural diversity. Moreover, shadow play also helps youngsters learn and appreciate various cultures and reading styles, increasing their cultural knowledge and multicultural sensibility from an early age (Ning et al., 2020). Shadows also enhance self-learning among learners since they are encouraged to move around and reason on their own. This type of play enables children to engage with and manipulate objects, without the adult's direct intervention therefore enhancing their independence as well as self-esteem. In turn, it directs children to a higher level of learning in their tasks, develops decision-making and problem-solving abilities and expresses creativity (Charunnissa, 2022). With regards to the nature of learning interactions, the use of shadow play as a component of arts in learning has been held accountable for improving children's passion and levels of interest. It produces an energetic learning context in which children become fully involved and immerse themselves in the material, moving more than what is expected for regular classroom learning (Sullivan & Bers, 2017). This approach also supports creative student interactions with their peers thus promoting social skills and creative collaboration (Rainio, 2023). However, there are difficulties in participation as a problem which is most often associated with the stage of a child's development or the skills of imagination and self-assertiveness. In order to address the needs and the curiosity level of the child, educators must tailor the instructions that they provide to the child's needs and curiosity (Ding, 2022). Thus, it could be seen that the implementation of shadow play in kindergarten art education provides a rich educational value in the many aspects of the children's growth.

Besides that, the ADDIE model (Analyze, Design, Develop, Implement and Evaluate) is useful for constructing educational programs as it is quite structural and is also based on the sequential use of definite processes. Thus, it will be possible to apply this model successfully to provide the researchers with interesting and involving learning activities. Thus, following the ADDIE model, Ryuet al. (2022) proposed implementing a singing play program for young children through which the community's intentions were to help the children to appreciate cultural differences by combining traditional and contemporary values. In this background, it is the aim of this study to investigate how the ADDIE approach improves the understanding and cultural perspective of learning of the kindergarten students through shadow play art instruction modules.

Research Aim and Questions

This study aims to explore how the implementation of the MSPACT program, utilizing the ADDIE approach, enhances kindergarten students' holistic educational development and interactive learning dynamics through shadow play teaching modules in art education. Now, based on this aim, the following research questions have been framed.

RQ1: How does the introduction of MSPACT's shadow play module influence children's holistic educational development (engagement, creativity, cultural exploration, and independent learning in kindergarten art education)?

RQ2: How does the use of MSPACT's shadow play module in kindergarten art education influence children's interactive learning dynamics (enthusiasm, depth of engagement, creative interactions, performance participation, challenges in participation, and curiosity and discovery)?

LITERATURE REVIEW

Impact of Shadow Play on Educational Benefit on Children

The practice of shadow play in young children in early years learning environments has attracted a lot of attention due to the levels of impact it has on different learning domains. This play is performed by means of approbation, where figures on the screen are silhouettes, and it has been discussed in various educational settings. Delsérieys-Pedregosa et al. (2016) carried out a cross-sectional qualitative study to investigate children's

conceptions of shadow withdrawing. In this study, the data collection was done after six months of observation in two different kindergartens and the number of drawings was 89. This study also showed that shadow play helps youngsters understand shadows and enhances cognition of science and other natural phenomena. Furthermore, Kemple et al. (2015) whose study aimed at establishing the impact of an early childhood preservice teachers' experiential play lab used a qualitative research design. The finding of the study established that the use of play increased with time as the preservice teachers employed it more frequently after training. This change demonstrates the need for future teachers to learn acceptable attitudes and perceptions towards play through play laboratory environments that will help the early-year learners. Additionally, Pyle and Bigelow (2014) switched towards identifying the process through which play, especially, shadow play is integrated into the configuration of a classroom with kinder guild teachers. The qualitative data gathered from the interviews and observation rendered two categories of teachers. One group of teachers perceived play and learning as two different aspects, while another group of teachers put them in a synergy. The groups delineated above succeeded at the use of play in order to promote literacy and cognitive skills and, therefore, came up with opportunities for shadow play development. Herakleioti and Pantidos (2016) also exposed similar views while undertaking a study on the effectiveness of body-based practice in the teaching of concepts such as the formation of shadows. They observed that by forcing the children to use their bodies to cast shadows, they improved their understanding of the rectilinear propagation of light. This structurally grounded approach made the learning more real and abstract thinking more concrete.

Furthermore, another study conducted by Zhao (2020) focused on teaching games in kindergartens using Huaxian shadow play. It was found that traditional shadowplay performances in integrative modern learning environments improve students' cultural appreciation, education, and sophisticated social and cognitive outcomes in youngsters. Li and Cao (2021) were specifically concerned with the digitalization of shadow play, in particular, they suggested the approach to building digital shadow puppets. This entailed adopting and modifying conventional shadow play and other sorts as sexy modern digital products and active entertaining by plugging them into parameterized templates. The findings indicated that the teachers and students effectively utilized the mobile digital shadow play to help maintain value and showcase the traditional arts in the current learning environment. Thus, the findings of these studies suggest that there are a number of valuable learning facets for young children when shadow play is used in education activities. While shadow play has many educational benefits, there is little data on how a structured instructional design model like ADDIE might be used to increase cultural heritage awareness in kindergarten art education. Therefore, this gap will be met by the outcome of this research.

Impact of Play-Based Learning on Holistic Educational Development

In terms of the holistic development of children, several elements such as children's engagement, creativity, cultural exploration, and independent learning, are closely related to play-based learning among children. With regards to holistic child development, several aspects which include children's engagement, creativity, cultural exploration, and independent learning are linked with play-based learning among children. Thus, it becomes significant that children participate in learning activities since this is essential for their education. According to Stjerne and Parker (2023), learning through plays helps students remain engaged because students are happy when they are playing while at the same time creating a pluralistic classroom cultivation. They posit that play-based approaches promote academic gains as well as key functional learning, and therefore support children's learning for a lifetime (Stjerne & Parker, 2023). In addition, creativity is considered another component that is favoured by play-based learning. According to the authors Yates and Twigg (2017), the play and creativity-focused modules enable the students to grasp the concept of creativity better. This notion creates a context in which children can use and develop their creativity and their native ideas (Yates & Twigg, 2017).

Cultural awareness is also part of students' development, and arts in education is one of the significant components that contribute to this aspect. Bautista et al. (2018) highlighted that Asian educators' arts-based learning methodologies provided rich learning contexts for cultural identity and bias in young children. They stress researchers' work for supporting an appropriate proportion of product-related instructions to the activity that leads to the above culture-focused adjustments (Bautista et al., 2018). Another major achievement of play-

based education is learning that is done independently. Reyes & De Chavez (2021) found that play-based projects boost kindergartners' cognitive and psychomotor development. They also found that more diverse play activities improve independent learning and school preparedness (Reyes & De Chavez, 2021). However, no extensive human participant study has examined shadow play's impact on all-around education, especially in areas like consolidation, creative thinking, and cultural exposure in kindergarten art education. Therefore, this study will fill in that gap.

Influence Of Play-Based Learning on Children's Interactive Learning Dynamics

Studies have also revealed that play-based learning had a most pervasive impact on children's enthusiasm, depth of engagement, creative interactions, performance participation, challenges in participation, and curiosity and discovery. Introducing the idea of using digital play in the early years of a child's schooling has a positive impact on making the child more enthusiastic. Leung et al. (2019) investigated the use of video art in early visual arts learning and found that children were eager and energetic about using digital gadgets. Thus, to engage youngsters in learning, play should incorporate interactive elements. Furthermore, the use of play, especially when it is incorporated with creative arts increases the engagement of children. Kobylak & Kalyn (2017) found that grade one students who participated in play-based science projects were more motivated and interested, which helped them understand the curriculum. Therefore, play-based learning improves the level of understanding in young learners as it is more elaborate about the interaction and involves learners fully. Additionally, activities linking play with the creative arts greatly impact children's creativity and communication. In a study by Rainio (2023), the author described the phenomenon of play worlds, as well as how adult-child joint play in relation to a piece of literature enabled the children to engage in imaginative and creative ways. Therefore, in the same manner, the integration of play can at the same time promote colourful and creative play among the students in kindergarten.

Moreover, practice in such performance functions as shadow dramatization might be helpful for children's learning. Dewi and Yufiarti (2021) made positive findings that play-based learning activities in dance movements helped to enhance children's performance in fluency, flexibility, and elaboration of ideas in creative performances. Therefore, the format of play-based learning activities can improve a child's cohesiveness in performance tasks to bring feelings of accomplishment and enjoyment. However, it should be noted that while there are many advantages to play-based learning, there are also certain difficulties related to this learning style. Fesseha and Pyle (2016) identified that the features of play-based learning are incoherent mainly because teachers provide distinct meanings to the concept. Therefore, since play is incorporated into learning activities, it results in some difficulties in students' participation and interconnection of play with learning outcomes. On the other hand, learning through play can be very beneficial to children by boosting their curiosity in the learning environment. Gibb et al. (2021) also determined that play-based programs enhance children's executive functions since they help them learn through play, but with direction. Therefore, play-based programs can encourage children's curiosity and discovery as they will create programs which fully detail the interactive aspect of learning. However, there have not been any large-scale studies that look at how shadow play affects kids' collaborative learning activities, especially in kindergartens. These studies should look at elements like children's enthusiasm, level of involvement, creative interactions, performance participation, and any problems they might have with their participation, curiosity, and discovery in kindergarten art classes. Thus, this research gap will be filled by this present research.

METHODOLOGY

Research Design

The research employed a qualitative study design to explore the impact of shadow puppetry on fostering cultural heritage awareness among kindergarten students. Qualitative research is pivotal in understanding the depth and range of human experiences (Hennink et al., 2020). This approach is suited for this study because it seeks deep, detailed insights into the educational experiences, interactions, and perspectives of MSPACT-enhanced lessons. This technique also enabled the researcher to have an explorative mode of analyzing how young learners perceive and appreciate concepts in culture.

Participants

The participants of this research included 8 formal kindergarten teachers from a single kindergarten school through purposive sampling whereby all the teachers had at least 3 years of teaching experience. These teachers were chosen because they interact with 4 to 5-year-old children on a daily basis, which presented valuable information on the developmental relevance and effectiveness of the MSPACT framework for cultural awareness using shadow puppetry.

Educational Framework: MSPACT

For this study, MSPACT is a framework exclusively developed to remain contextualized and include traditional China shadow puppetry into the worthwhile learning package that raises the cultural consciousness of children. The following is the plan of this innovative framework that comprises several integral parts that contribute to the learning processes of kindergarten students.

Multimodal Learning: MSPACT employs the principles of multiple intelligences whereby it offers information in the form of vision, hearing, and touch. This technique is especially helpful when it comes to engaging the junior learners' attention as it conforms to the modality theory. With the help of shadow puppetry, which uses artistic visions and stories with audio and the physique of the puppet, the framework provides a multilayered stimulus that facilitates better understanding and memorization.

Structured Content Delivery: The framework guarantees that the content of education is properly delivered in a systematic and logical method. Shadow puppet shows are always elaborate and accompanied by teaching activities that follow the show.

Participant Engagement: MSPACT also has active engagement and personal expression as its key principles. Students are not just viewers but rather active participants in the learning process.

Cultural Engagement: The framework provides the students with comprehensive involvement with the cultural relevance of shadow puppetry within the Chinese ethnicity.

Adaptive Teaching Methods: In view of the changing face of classrooms, MSPACT is flexible, which enables the teacher to put into practice the strategy adopted consequent upon feedback gathered from classrooms. Through these components, MSPACT seeks to foster a well-rounded and entertaining educational epoch that not only familiarizes young students with a native art form but also makes him or her feel culturally relevant.

Implementation Using the ADDIE Model

Analysis

The first strategy entailed a proper need analysis with the aim of establishing the Kindergarten students' level of awareness of cultural heritage. To find out the current extent of cultural teaching, current educators who teach students, early childhood education

and cultural historians were interviewed. This assessment revealed the fact that children attending kindergarten do not receive enough information regarding cultural heritages in China, including traditional arts. The findings pointed to the deficiency of current education in which a student is exposed to cultural objects and does not experience a complex apprenticeship in the cultural matrix and the historical concerns of shadow puppetry.

Design

During the design process, a curriculum was prepared that entails the use of shadow puppetry to impart comprehensive cultural information. It covers shadow puppetry and its cultural importance in structured lessons, adding activities to enhance students' cultural appreciation and having youngsters make and play their own shadow puppets to increase their cultural profile. The curriculum also actively integrates teachable ideas of creativity and practical skills through the process of designing and performing with the help of the puppets

and by incorporating art, music, and performance into the learning process. This has the advantage of producing a highly diverse form of learning education experience that expands students' horizons regarding cultural arts.

Development

Throughout the creation of this curriculum, different resources were designed with the intention of implementing shadow puppetry lessons properly. A set of templates, toolkits, instructional videos, and printed papers supplemented by practical sessions made learning functional for teachers as well as students. Primary and secondary educational materials supplemented by the points given by the authors enlightened the cultural and historical backgrounds of shadow puppetry. Besides, in service training sessions were organized to ensure that teachers became conversant with the model in order to offer stimulating and educative lessons. This preparation is vital to ensuring that the classroom is lively and stimulating to the students and an avenue through which they can embrace their culture.

Implementation

This curriculum was piloted over a semester in a kindergarten. Using new resources and demonstrations, teachers explained to students the techniques of shadow puppetry during the several lessons and tasks. Classroom observations were also administered to oversee the implementation process and get some insights into the level of student participation and achievement. Extra care was taken to encourage students to play major roles in constructing as well as executing shadow puppet shows so as to strengthen the students' engagement with the cultural messages that were passed in the lessons.

Evaluation

The final step in the ADDIE model was to evaluate the utility of the MSPACT framework in increasing the level of cultural heritage knowledge in kindergarteners. The feedback was gathered through teacher interviews and through MSPACT's analyses and shadow play, providing more qualitative data. The assessment involved knowledge of cultural content, cultural growth, creativity and interdisciplinarity competence of the students. It also examined how these means of education approaches impacted cultural awareness and appreciation, as well as the perpetuity of the culture among the learners.

Data Collection Methods

Participants for the current study were eight teachers, and data was obtained through face-to-face, semi-structured interviews. The interview sessions ranged from 45 to 75 min. These interviews offered qualitative content information regarding the teachers' concerns and impressions of how the MSPACT framework helped in raising the awareness of primary cultural heritage using shadow play in their learning institution.

Data Analysis

The study used thematic analysis to assess the qualitative data that involved interviewing teachers and sampling information in relation to culture and education. Six steps were followed in the process of carrying out thematic analysis. These steps included fetching acquaintance with the data by making several iterative readings of transcripts, generation of the first set of codes, categorizing the codes into potential themes, further revisiting the themes to ascertain the correctness, and defining and naming every theme to explain how the MSPACT framework works. The last step was the connection of these themes to the research questions and the final writing of the report. Therefore, these steps, as outlined collectively and individually, provided an understanding of how shadow puppetry utilizing the MSPACT framework could effectively improve cultural understanding and participation among kindergarten learners.

Ethical Considerations

The study was done in compliance with proper ethical regulations to ensure that the welfare of all participants was protected. In this context, permission was sought from the kindergarten school and the respective teachers who were involved in this study before the actual collection of data. Consequently, a consent form and information sheet that included the purpose, methods of the study as well as teachers' rights were offered to each teacher. This entailed informing them that it was not mandatory for them to participate in the study and,

therefore, they could quit the study at any given time with no repercussions. All data collected were coded, and there was no identification of any person's identity. All data collected were used for research purposes only. These elements were important to guarantee that the study complied with ethics to ensure that participants' self-determination, as well as their privacy, were respected alongside the accurate and reliable outcomes of the research.

Findings

Thematic Analysis

The breakdown of these themes under every research question is presented in table format in Appendix 1, along with the quotations supporting each of the themes.

RQ1. Impact of MSPACT in Enhancing Children's Holistic Educational Development

Theme 1: Engagement Through Play

The participants' observations provide an understanding of play in the processes of learning and cultural interaction. In this regard, one of the participants said, *"Although the children were quite unfamiliar with shadow puppetry, they really enjoyed it, as evident from their engagement during the activity."* This suggestion highlights the children's lack of prior knowledge about the cultural practice in question but their keen interest and participation after the introduction of a special method of teaching cultural concepts. Moreover, one of the participants shared a similar thought, *"The children were reluctant to leave; they continued to play with the shadow puppets in the room."* This statement highlighted that cultural appreciation and acquisition require interest and enjoyment, which the students could not afford to lose playing with the shadow puppets. Such techniques suggest that informal cultural content instruction enhances cultural literacy because it engages students and helps them retain it.

In addition, another educator pointed out, *"Every child interacted with it, and they also played hide and seek behind the white screen."* This observation again points out the playful disposition that supports learning and thus aligns with the findings regarding MSPACT's multimodal teaching aids to promote an interactive and exploratory environment for learning. Such conditions are important for young children as they enhance experience and understanding, which are critical in the processes of memory and meaning-making within particular cultural narratives. Hence, the observations put together to show how, through MSPACT and in line with the ADDIE model, play is incorporated into cultural education with a view of creating not only awareness but also interest in cultural heritage.

Theme 2: Creativity and Expression

The role of creativity in promoting cultural understanding in young learners can also be seen in the participants' accounts of their interactions with art projects. In this regard, one educator said, *"They used scissors to cut out fruit shapes; the results were very imaginative and abstract, particularly the strawberries that were cut out in red, which I thought were very well done."* This showed how the kids can change cultural symbols into other symbols and connect them. In this case, fruits were cultural symbols that were changed in art. Such activities not only encourage creativity but also let a child interact with cultural aspects and reap its concepts in the most fruitful and memorable of ways.

Another educator wanted to extend the depth of concern by stating, *"They were able to freely create and then combine various materials to produce their own works."* This affirmation stressed the availability of many sources that can be offered to a child for creating something. This is in line with the ADDIE model, which stresses the use of multiple instruction techniques that cater to learners' characteristics. Further, another teacher also narrated, *"They used various materials to achieve innovative shadow puppet creations."* This part of the activity is a clear connection to cultural learning as it exposes the students to traditional art in a different but more interesting way. When using the materials to make the shadow puppets, the children not only learn about the ancient art but also use their own imagination and interpretation, adding a personal cultural value to the learning process. Hence, the above findings reveal that MSPACT, as a result of play and art in line with the ADDIE model recommendations, positively impacts children's cultural understanding.

Theme 3: Cultural Exploration

This theme demonstrates how through the use of cultural education tools like shadow puppets, MSPACT boosts young students' understanding of their culture. This educational method is aligned with the ADDIE model of instructional design because it offers content in an interactive format with the purpose of creating a lasting bond with the culture. Thus, one teacher noted, "*This introduction to shadow puppetry is a form of enlightenment, fostering a lifelong interest and commitment to preserving and exploring China's intangible cultural heritage.*" This comment captures the pedagogical aim of not only transmitting knowledge about cultural assets but of instilling respect for and curiosity about them, which is MSPACT's mission.

Moreover, one of the teachers noted that "*Shadow puppetry is recognized as an Intangible Cultural Heritage of the World, and as a traditional cultural form, we teachers admittedly know very little about it.*" It became clear from this sentence what kind of learning and interest shadow puppets can bring to both students and teachers who are learning it with their classes. Furthermore, another educator noted, "*Through these activities, the children have come to love shadow puppetry.*" This statement showed that MSPACT's tactics can inspire children's passion and positive emotional connection to intercultural activities, increasing their learning culture and personal growth.

Theme 4: Independent Learning

This theme focuses on how MSPACT promotes self-generated learning among preschoolers, which fosters autonomy among children when it comes to discovering cultural features. This principle can be traced back to one of the fundamental principles of the ADDIE model which recognizes the flexibility of learning processes to ensure that they meet the needs of individuals as well as appropriate for their age. In this regard, one educator said, "*The researcher encouraged the children to explore the classroom independently and to view it through a camera.*" Implementation of this technique of letting children be in charge of their learning activities enables students to embrace their curiosity and learn the importance of self-directed learning, which is important in students' learning journey.

Moreover, one of the educators commented, "*The children were given the freedom to choose and explore games independently, aligning with the guidelines for preschoolers aged 3 to 6, which emphasize free exploration and completing games of their own choosing.*" This quote supports the program because it states that the paradigm of preschool education is based on the core principles of child-initiated learning. Thus, MSPACT allows children to make specific choices on their own but within the frame of reference and in consideration of the tenets of cultural learning as well as developmental psychology theory. This not only boosts the fun and involvement of children but also enriches value towards other cultures among children.

RQ2. Impact of MSPACT in Enhancing Children's Interactive Learning Dynamics

Theme 1: Enhanced Enthusiasm

This theme focuses on the dissemination of knowledge about cultural heritage by MSPACT as an application that actively involves children, making them interested and even enthusiastic about the topic. In this regard, one educator said, "*As a teacher for children aged 4 to 5, I found that the second shadow puppetry lesson, which focused on 'Wu Song Fights the Tiger,' greatly increased the children's enthusiasm compared to the first class, which was about fruits.*" This observation demonstrates the benefits that can be derived from themed, narrative-focused content, which indeed enhances the learning process by making it more engaging for students. Additionally, this same teacher commented by saying, "*The children were very much looking forward to it.*" This interest illustrates the need to expose children to cultural stories and practices being taught and indicates MSPACT's success in creating an educational atmosphere that children enjoy. Thus, the ADDIE concept helps MSPACT engage students by infusing cultural allusions and other enrichment methods into its classes.

Theme 2: Depth of Engagement

This theme shows the extent to which MSPACT's strategies are effective in enhancing students' learning of cultural heritage materials since they are developed to a great extent. In this regard, one participant suggested that "*They orderly sat on the benches and were highly interested in the teacher's performance of the 'Wu Song Fights the Tiger' scene.*" This observation strengthens the understanding of how MSPACT's strategy was helpful in engaging the

students and encouraging them to pay attention. The developed action and the target group's involvement in a colorful and full-fledged cultural story help the program give students a high concentration level and interest, which is essential to deep knowledge reception in the learning process. Furthermore, the same participant noted, *"The level of engagement from the children in these classes is high. They are always excited about coming to class, especially in the afternoon."* This statement extends to the interest that MSPACT generates among the students not only during the activity but also during the learning sessions. This kind of involvement suggests that the program is beneficial in creating a gratifying and engaging learning environment, improving students' academic and cultural competencies. These insights show how MSPACT may deepen and prolong cultural heritage interaction and transform students from passive recipients to active learners.

Theme 3: Creative Interaction

This theme continues to emphasize the complex nature of the technologies in MSPACT as they support children's cultural engagement through creativity. In this regard, one educator said, *"When it was their turn to participate, I noticed some children experimenting with different tiger shapes and Wu Song's movements."* This observation demonstrates how the cultural narratives of children can be fostered by the program in order for the children to creatively interpret them. Hence, through the use of movements and forms in the puppet, children are not only able to learn and grasp the story and the character but also develop a special touch towards the cultural norms being passed in the stories they are being taught.

Moreover, another educator said, *"The children had a great time, and in the end, they responsibly put everything back in its place."* This shows that the MSPACT can not only motivate creativity and fun but also nurture responsibility and order. In this regard, the children self-organized to pick up toys after arts and crafts, which demonstrates their awareness of learning environment rules and standards, which are crucial to school-age children's learning discipline and responsibility. Therefore, these insights are indicating that with the help of the MSPACT, the creative interaction in cultural education is properly implemented.

Theme 4: Performance Participation

This theme reveals how MSPACT applies strategies of active participation in the performances to enhance students' learning of cultural values. In this regard, one of the educators said, *"After completing their drawings, they eagerly participated in a mini-shadow play on a small stage made of a white cloth, wanting to manipulate the puppets themselves."* This comment emphasizes the importance of art and how hand manipulatives like puppetry allow youngsters to express their artistic creativity and participate in cultural narratives. This involvement becomes beneficial to strengthen students' convictions regarding the cultural stories being pursued, as well as to enrich their learning process through activism.

In addition to this, one of the educators said, *"This class was particularly fun. The children had a high interest in creative activities, which allowed them great freedom, fostering their enthusiasm and cognitive skills."* This statement underlines the important aspects of enjoyment as well as creativity when considering educational environments. Thus, by providing children with the opportunity to experience enjoyable and stimulating activities, children will be able to perceive and remember and thus benefit both cognitively and emotionally from cultural education. Consequently, these observations show that the combination of performance elements into the teaching-learning activities that MSPACT creatively implements raises the overall efficiency and fun in cultural education.

Theme 5: Challenges in Participation

This theme also outlines some of the challenges that one may encounter in implementing some of the fun and culturally related activities that MSPACT developed. In this regard, one participant asserted, *"The rush to participate sometimes made it difficult for them to operate the puppets properly."* This statement describes what happens when excitement outpaces learning environment support structures, hindering cultural capital-building activities. These concerns suggest that enthusiasm, instructional directions, and separation space must be moderated immediately to give all youngsters the optimal experience.

Besides, another educator mentioned, *"However, due to limited screen space and the number of children, effective participation was challenging."* This observation relates to the spatial barriers that pose a threat to the interaction people get in

group tasks. In other circumstances, the physical environment may not be favorable to the planned education design, compromising students' ability to fully engage, which affects learning outcomes. These findings and implications suggest that MSPACT encourages cultural heritage interest and participation and that the physical space and lesson must be well-designed to maximize engagement.

Theme 6: Curiosity and Discovery

This theme captures how MSPACT incorporates natural children's curiosity into learning, making cultural learning an exciting experience for learners. In this regard, one of the educators said, *"When they first enter the classroom, they are very curious because there are many things that they rarely see or touch."* Thus, this observation suggests that classroom activity is essential to capture children's interest in MSPACT's learning process. In this way, by incorporating novel elements, MSPACT effectively utilizes inquiry as an opportunity to facilitate students' expanded exploration and learning.

Additionally, the same educator commented, *"They are quite curious, which is typical for children aged 4 to 6, and hence, they engage with different playful props."* This statement illustrates how by ensuring that children's materials are appropriate for their age, their curiosity is effectively employed to promote participation for children. This is important for learning, particularly when it comes to cultural education, as the realization of cultural competence often stems from active imagination and touch. Furthermore, one teacher shared, *"During our lessons, teachers employ various teaching methods, such as color teaching and language accumulation."* The use of such diversity of instructional strategies means that curiosity is always being encouraged, and learning never becomes a mere passive experience for the children. While this diversification does extend into other factors that support the model, especially the instructional design, it also fosters the children's appreciation of cultural differences through different media types. Thus, these insights show how the design of MSPACT promotes cultural knowledge, curiosity and discovery for a fuller understanding.

DISCUSSION

The results of the research demonstrate the benefits of incorporating shadow play include improvement in students' interest and creative interaction and the value of cultural practices in understanding and appreciation of diversity. These results support modern approaches concerning the importance of play for child cognitive, social, and cultural learning. Recent researches demonstrate that play is the context that can enhance the children's learning experience, ideas and interactions. According to Clark (2017), play has significant importance in the process of learning and development in the early years of education. This is supported by the present research, which found that children's active participation in shadow puppetry promotes cultural knowledge and understanding. According to Edwards (2017), play enables the child to experiment and adopt an attitude toward learning, consistent with what was observed in this research study about children's creativity and abstract art of their work. Furthermore, in a play-based learning model aligned with any cultural interest, such as Indonesian threads, as seen in shadow puppetry, the kid embraces cultural values. In the same context, Özdoğru (2019) believed that play is universal in all cultures and assists in the construction of cultural understanding among children. This view is supported by the results of this study, where the children not only displayed fun while engaging in the activities but also showed an interest in culture, emphasizing the importance of early cultural appreciation through play. Another example of creativity in play is research on creative learning methods. In one study, Adamson et al. (2020) conducted play workshops for preservice teachers that helped the latter appreciate the benefits of play for children's development. This can be considered in harmony with the results of the present research as the integration of numerous materials in creative tasks enabled children to embody their perception of cultural values in a rather creative approach. Such an effective involvement is important because it creates a child's or learner's personal cultural database and enriches them with new knowledge and experience. Moreover, there is modern literature, which reveals the relevance of an integrated and communicative learning environment. Lamrani and Abdelwahed (2020) note that play, as well as gamification methods used in learning activities in the ECE context, foster interest, motivation, and learning-related skills. The exploratory element of engaging with shadow play allowed for a similar level of cultural engagement and interaction, as evidenced in the current study.

As in the current study, the purposeful and safe model of MSPACT can be used to identify how it influences children's holistic educational development. McArdle et al. (2019) explain that play is a crucial part of learning in the early years of development and, also stress the significance of intentional teaching with the grid of the play-based approach for the best learning and development for young children. This matches the children's participation and fun during shadow play exercises, indicating that cultural learning through play increases cultural appreciation. Pui et al. (2020) elaborate on this by providing information on how play-based learning environments support cultural development and the development of the child as a whole. The findings of the current study reinforced this idea, showing that children's creative projects and ability to explore on their own improve their manipulative skills. This means that play-based learning should take cultural differences into account in order to meet the needs and strengths of many children. In addition, Fler and Veresov (2018) have pointed out that Children's Learning in Cultural-Historical and Activity Theories are useful as a framework for Early Childhood Education and for appreciation of the social structure of learning by playing. In line with this view, the kind of shadow puppet used in this study has proven that a child can be interested in and appreciate culture when they are taught cultural practices in the form of play. Thus, such a program's exposure to culturally important practices of interaction within the first years of children's training may have a profound impact on the result of the children's cultural identification. Moreover, Nilsson et al. (2018) indicated that the purpose of early childhood education is to be redefined on the basis of play exploration as learning. These findings, where an emphasis on material management and setup for safe and free exploration enhances learning and students' interest and engagement in the cultural information, are consistent with this reasoning. Focusing on early childhood classes, Mercy (2021) explains some of the challenges eminent in the non-implementation of play learning, such as inadequate resources and the number of learners. Thus, the findings of the present study indicate that by offering sufficient student belongings and establishing meaningful and fluid instructional surroundings, instructors can enhance cultural sensitivity and valuation among preschool children. Hence, incorporating shadow play is beneficial in enhancing holistic development among young learners.

Furthermore, according to the study, MSPACT raises interest, enhances participation, increases creativity, utilizes performance, handles issues on participation, and elicits curiosity and learning among young learners. The current studies add to the evidence which supports the use of play in learning in early childhood education. In research, Edwards (2017) stated that play-based learning is imperative in the areas of cognition, and social and emotional well-being. This is in agreement with the present study findings where the systematic and storytelling nature of content material in MSPACT engaged children's interest and improved their desire to learn about cultural history. Wood (2022) gives examples of tension and difficulty in early childhood education, free play and educational plays and how they can be utilized to complement each other in improving learning outcomes. MSPACT manages to strike a good balance with the implementation of the proposed learning environments that incorporate both learning and exploring processes which improves the learning engagement of the students in the cultural contents. In another study, Singh and Ngadni (2023) sought to establish parents' knowledge about play-based learning and its importance in the initial years of education. This study made some recommendations that are in consonance with child-initiated learning and free access to learning materials. According to these principles, children should be involved in their own learning, and MSPACT's way of doing this by giving them the tools to choose how they want to learn fits in better with this idea.

Wallace and Hesterman (2021) also highlighted the rationale for play-based learning in the context of children's learning, and development as well as wellbeing. They described the difficulties that occur when implementing the said strategies, such as a lack of resources and a large congregation of students. MSPACT avoids these problems by highlighting material management and the design of learning environments to encourage fair participation of all students. According to Phajane (2019), there are barriers that teachers in early childhood learning experience when implementing play as a learning tool on the basis of inadequate resources and large classes. However, MSPACT's controlled group settings and higher norms eliminate logistical obstacles that could hinder participation and improve the program's learning environment. Moreover, Nilsson et al. (2018) propose that early childhood education should be redefined to actually entail play and exploration as essential factors of learning. In line with this view, creative interaction, along with performance participation, as

evidenced by MSPACT, contributes to the overall ability of children to perform actual tasks related to debates, thus making them better equipped to appreciate cultural legacies.

Additionally, Movahedazarhouligh (2018) affirms that play is important to enhance school readiness and specific skills of children. From this narrative, it is in line with the present findings that MSPACT uses many hand exercises and performances to engage children and develop their cognitive and emotional skills, which helps play education in early childhood. Furthermore, Hedges and Cooper (2018) give insights regarding the play-based and relation approach to education where the teacher plays the role of a facilitator. Similarly, MSPACT also uses clear instructions, and the framework gives teachers creative freedoms that help them guide students in the right direction while also letting the students connect with cultural objects in a variety of ways. Thus, the study proves that MSPACT increases young learners' cultural sensitivity.

CONCLUSION

Key Findings

This research shows that applying the MSPACT program based on the ADDIE model can help learners develop better cultural awareness and appreciation. It is evident that the use of play and art, such as shadow plays, engages children in cultural education and helps them comprehend our ancestors' traditions. Practical objectives of art provoking interest, enabling children to interpersonally relate to cultural signification as they try to reconstruct it as well, can make children tolerant and personally engaged. This is due to the fact that MSPACT strengthens kindergarten teaching by promoting student-centred learning that promotes active learning and cultural understanding. By integrating active and engaging learning strategies such as movement, acting, and communication, it is possible to sustain learners' attention and foster their interest in significant cultural narratives. This implies that guidelines for conducting the endeavour should be established, while certain combinations of instructional practices and classroom arrangements may require enhancement. Consequently, MSPACT enhances the teaching-learning process by offering more flexibility and changing the learners' cultural perspectives significantly while endowing them with memorable cultural lessons.

Limitation of Research

The research on the successful use of the shadow puppet in kindergarten art education by applying the MSPACT framework grounded in the ADDIE model has several limitations. Firstly, due to the lack of time and limited resources, the study was conducted only in one kindergarten school; therefore, the results can be considered local and not very applicable to different kindergartens, schools, and cultural settings. Due to the small number of participants and school environment used in the study, it may not have been possible to capture all the experiences and results of similar education interventional setups in other schools or regions of the world. In the current study, data collection stopped after collecting qualitative data from a selected number of teachers, which may be inconsistent with reality because other teachers may have different teaching experiences or perceptions. Qualitative techniques offer varied and distinct perspectives, but their lack of quantitative outputs prevents statistical assessment of students' cultural sensitivity gains. Moreover, the study was confined to one semester; thus it may not reveal deeper educational effects and students' sustained passion for shadow puppetry as a cultural learning process. Thus, the present results provide preliminary beneficial knowledge about the MSPACT framework that encompasses cultural heritage education, but future research is needed to better understand and confirm the framework's educational efficiency.

Future Recommendation

Thus, some recommendations are offered to improve research and the feasibility of implementing the MSPACT framework in the ADDIE model for kindergarten art teaching. To increase generalizability, the study should be expanded to other schools with at least one kindergarten class and across geographical and cultural situations. This technique expands the area, allowing researchers to examine the suggested MSPACT framework in diverse contexts and gain a better understanding of how well learners are introduced to cultural heritage through education. Additionally, using quantitative techniques and qualitative interviews can improve research knowledge, allowing for quantification of learning outcomes and cultural perspective changes. Additionally, researchers should expand the research beyond the semester-long study to analyze the long-term effects of

shadow puppetry in cultural courses and keep students interested. By following these guidelines, future research could better demonstrate MSPACT's educational impact and applicability in raising young learners' cultural awareness.

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Appendix

Appendix 1: Themes for thematic Analysis with Corresponding quotations (Source: Self-generated).

Research Questions	Theme Name	Corresponding Quotation
RQ1: How does the introduction of MSPACT's shadow play module influence children's holistic educational development (engagement, creativity, cultural exploration, and independent learning in kindergarten art education)?	Engagement Through Play	"Although the children were quite unfamiliar with shadow puppetry, they really enjoyed it, as evident from their engagement during the activity." "The children were reluctant to leave; they continued to play with the shadow puppets in the room." "Every child interacted with it, and they also played hide and seek behind the white screen."
	Creativity and Expression	"They used scissors to cut out fruit shapes; the results were very imaginative and abstract, particularly the strawberries that were cut out in red, which I thought were very well done." "They were able to freely create and then combine various materials to produce their own works." "They used various materials to achieve innovative shadow puppet creations."
	Cultural Exploration	"This introduction to shadow puppetry is a form of enlightenment, fostering a lifelong interest and commitment to preserving and exploring China's intangible cultural heritage." "Shadow puppetry is recognized as an Intangible Cultural Heritage of the World, and as a traditional cultural form, we teachers admittedly know very little about it." "Through these activities, the children have come to love shadow puppetry."
	Independent Learning	"The researcher encouraged the children to explore the classroom independently and to view it through a camera." "The children were given the freedom to choose and explore games independently, aligning with the guidelines for preschoolers aged 3 to 6, which emphasize free exploration and completing games of their own choosing."
RQ2: How does the use of MSPACT's shadow play module in kindergarten art education influence children's interactive learning dynamics (enthusiasm, depth of engagement, creative interactions, performance participation, challenges in participation, and curiosity and discovery)?	Enhanced Enthusiasm	"As a teacher for children aged 4 to 5, I found that the second shadow puppetry lesson, which focused on 'Wu Song Fights the Tiger,' greatly increased the children's enthusiasm compared to the first class, which was about fruits." "The children were very much looking forward to it."
	Depth of Engagement	"They orderly sat on the benches and were highly interested in the teacher's performance of the 'Wu Song Fights the Tiger' scene." "The level of engagement from the children in these classes is high. They are always excited about coming to class, especially in the afternoon."
	Creative Interaction	"When it was their turn to participate, I noticed some children experimenting with different tiger shapes and Wu Song's movements." "The children had a great time, and at the end, they responsibly put everything back in its place."
	Performance Participation	"After completing their drawings, they eagerly participated in a mini-shadow play on a small stage made of a white cloth, wanting to manipulate the puppets themselves." "This class was particularly fun. The children had a high interest in creative activities, which allowed them great freedom, fostering their enthusiasm and cognitive skills."
	Challenges in Participation	"The rush to participate sometimes made it difficult for them to operate the puppets properly." "However, due to limited screen space and the number of children, effective participation was challenging."

	Curiosity and Discovery	<p>"When they first enter the classroom, they are very curious because there are many things that they rarely see or touch."</p> <p>"They are quite curious, which is typical for children aged 4 to 6, and hence, they engage with different playful props."</p> <p>"During our lessons, teachers employ various teaching methods, such as color teaching and language accumulation."</p>
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