

# Implementation of Presentation-Assisted Discovery Learning Model Using Canva Application in *IPAS* Learning to Improve Learning Outcomes

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**Abstract:** Learning Natural and Social Sciences integrated with regional culture in elementary schools still faces various obstacles, resulting in low student learning outcomes in the cognitive, affective, and psychomotor domains. This problem indicates a gap between the demands of active, meaningful learning and the underdeveloped learning practices, with minimal use of digital media. Therefore, this study aims to determine improvements in fifth-grade student learning outcomes through the implementation of the Discovery Learning model supported by Canva-based presentation media. This study used a collaborative Classroom Action Research (CAR) method, implemented in two cycles, with stages of planning, implementation, observation, and reflection. The research subjects were fifth-grade elementary school students. Data collection techniques included tests, observation, and documentation. Data analysis was conducted using quantitative descriptive techniques, calculating the average learning outcome score for each cycle. The results showed improvements in all domains. The average cognitive learning outcome score increased from 64.81 in Cycle I to 91.48 in Cycle II. The affective domain increased from 66.48 to 90.00, while the psychomotor domain increased from 66.39 to 82.00. This increase occurred because the Discovery Learning model supported by Canva was able to create more interactive learning, encourage student activeness in discovering concepts, and facilitate the visualization of material in an interesting and contextual way. Thus, it can be concluded that the implementation of the Discovery Learning model, supported by Canva, is effective in improving student learning outcomes across the cognitive, affective, and psychomotor domains. The implication of this study is the need for teachers to continuously integrate innovative learning models and digital media to create more meaningful, student-tailored learning.

**Keywords:** Canva Presentation; Discovery Learning; Elementary School; Learning Outcomes; Regional Culture.

## Introduction

Learning about regional culture plays a crucial role in shaping students' understanding of the cultural diversity of the Indonesian archipelago. At this grade level, students begin to develop conceptual and social thinking skills, allowing cultural learning to provide a foundation for recognizing local and national identities [1]. Regional cultural materials also serve as a means to instill the values of tolerance, respect for differences, and the ability to cooperate in community life. Furthermore, cultural learning must serve as a medium to strengthen the Pancasila Student Profile, which has now evolved into the Graduate Profile Dimension, particularly in the dimensions of global diversity and reciprocal cooperation. Therefore, the learning experience provided must be designed to be engaging, contextual, and aligned with developments in the digital era [2].

Regional Cultural Learning should create an experientially rich classroom atmosphere, where students can directly observe, interact with, and reflect on the various cultures being studied [3]. This process is facilitated by teachers who are skilled at designing creative lessons, combining relevant media, and guiding students to interpret cultural values in a deep and meaningful way. Teachers not only act as information providers but also as facilitators,

guiding students to explore culture through various media, such as videos, animations, regional music recordings, and interactive simulations that allow students to understand culture through a multisensory approach [4]. This ideal learning process is also characterized by active dialogue, collaborative activities, and assignments that encourage students to connect cultural concepts to their real lives [5]. In addition, ideally, teachers should foster an open and inclusive learning environment, giving each student the opportunity to express opinions, ask questions, and share cultural experiences with which they are familiar [6].

The latest update of the education policy through Permendikbudristek Number 12 of 2024 emphasizes that learning in elementary schools must focus on student development as the main achievement for students [7]. This regulation requires all subjects, including Regional Culture, to directly contribute to strengthening its six dimensions: faith and noble character, global diversity, reciprocal cooperation, independence, critical reasoning, and creativity. In this context, learning Regional Culture goes beyond simply conveying descriptive information about cultural diversity [8].

This expectation demands a more dynamic, contextual, and character-building learning process, ensuring that cultural understanding goes beyond the cognitive to foster appreciative attitudes and social skills that

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align with the curriculum's demands [9]. Constructivist approaches, including Vygotsky's Zone of Proximal Development theory, suggest that students' understanding of culture becomes more meaningful through active engagement in activities such as observation, dialogue, group work, cultural simulations, and context-based problem solving rooted in the local environment [10].

Interviews with fifth-grade teachers at Berkoh 2 Elementary School indicate that learning about regional culture continues to face various obstacles, affecting student learning outcomes in the cognitive, affective, and psychomotor domains. In the cognitive domain, students struggle to understand regional cultural concepts and relate them to everyday life. In the affective domain, students' interest, appreciation, and curiosity about regional culture remain low. Meanwhile, in the psychomotor domain, students receive limited opportunities for practical activities, such as observing, imitating, or demonstrating cultural elements.

This problem is caused by a learning approach still dominated by lecture-based methods that lack active student engagement. Furthermore, the use of interactive media and the implementation of innovative learning models have not been optimal, resulting in less engaging and meaningful learning. Diagnostic assessment results also indicate that these three learning outcomes have not achieved their expected targets, necessitating more interactive and experiential learning.

Previous research has shown two main trends. First, studies utilizing Canva emphasize the power of visualization in increasing student interest and understanding. This medium effectively presents material in an engaging manner through images, animations, and communicative layouts. However, the use of Canva in many studies still functions as a one-way presentation tool, thus not fully encouraging higher-level cognitive engagement such as analyzing, evaluating, and independently discovering concepts. Second, research on Discovery Learning shows that this model can increase students' activeness, curiosity, and ability to construct knowledge through a process of discovery. However, its implementation often faces obstacles due to limited supporting media, resulting in less than optimal exploration, especially for regional cultural material that is abstract and requires concrete visualization.

Thus, both approaches have complementary strengths and weaknesses. Canva excels in visual appeal, but is weak at encouraging discovery, while Discovery Learning is strong in thinking and exploration, but lacks support from interactive visual media. This lack of integration indicates a research gap: the suboptimal integration of discovery-based learning models with interactive digital media in regional cultural learning in elementary schools.

Given this gap, the novelty of this research lies in integrating Discovery Learning with Canva-based presentation media in science instruction. This integration not only combines two approaches but also synergizes the advantages of both. Canva is utilized as an interactive media that facilitates the stages of Discovery Learning, such as stimulation through attractive visuals, exploration through navigation and quiz features, and reinforcement of concepts through contextual visual representations. Thus, students not only act as recipients of information, but also as active

discoverers of knowledge, so that learning becomes more meaningful, concrete, and able to improve overall learning outcomes in the cognitive, affective, and psychomotor domains. The researcher considers it important to conduct Classroom Action Research (CAR) entitled "Implementation of the Discovery Learning Model with the Assistance of Canva Application Presentations on Regional Culture Material to Improve Fifth Grade Student Learning Outcomes at SDN 2 Berkoh." This study is a strategic initiative to provide more engaging, contextual, and participatory Regional Culture learning, thereby improving student learning outcomes through a rich, active, and meaningful digital experience.

### Research Methods

This study employed a Classroom Action Research (CAR) design to assess improvements in fifth-grade student learning outcomes after implementing the Discovery Learning model, using Canva presentations on regional culture, at SDN 2 Berkoh. The study was conducted collaboratively by the researcher (as the implementer) and the class teacher (as the observer). The subjects were all 31 fifth-grade students at SDN 2 Berkoh. The sampling technique used was total sampling, in which all members of the population were included in the study, given initial observations indicating low learning outcomes in the cognitive, affective, and psychomotor domains.

This study adhered to the Classroom Action Research (CAR) model by Kemmis and McTaggart, which includes four stages: planning, action implementation, observation, and reflection. These were implemented in two cycles, each consisting of two meetings. In the planning stage, the researcher developed teaching modules, Canva-based learning media, student worksheets (LKPD), and research instruments. The action implementation stage employed the Discovery Learning syntax, which encompasses stimulation, problem formulation, data collection, data processing, verification, and generalization. The observation stage is used to monitor teacher and student activities during learning, while the reflection stage is used to evaluate the outcomes of actions and plan improvements for the next cycle.

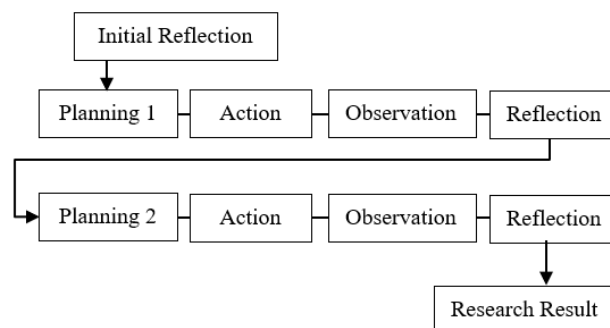


Figure 1. Flowchart for Implementing Classroom Action

Data collection techniques included tests and non-tests. Pretests and posttests were used to measure students' cognitive learning outcomes. Non-test techniques included observation, interviews, and questionnaires to measure activity, attitudes (affective), and skills (psychomotor). The research instruments consisted of observation sheets,

interview guidelines, student response questionnaires, and learning outcome test questions. Instrument validity was tested through content validity by requesting expert judgment from lecturers and class teachers.

$$p = \frac{\sum x}{\sum xi} \times 100 \%$$

Description:

p: Percentage of Score

$\sum x$ : Total Points

$\sum xi$ : Maximum Score

After instrument validation, the next step is data analysis, which is conducted using descriptive, qualitative and quantitative methods. Qualitative data is analyzed through the stages of data reduction, data presentation, and conclusion drawing. Quantitative data is analyzed by calculating the percentage of students who obtained a score of  $\geq 70$ , using the following formula:

$$P = \frac{\sum X}{N} \times 100\%$$

Description:

P: Average class score

$\sum X$ : Number of students who obtained a test score of  $\geq 70$

N: Number of students who took the test

(Murshalina, 2020)

The learning completion criteria are determined by the Minimum Completion Criteria (KKM) of  $\geq 70$ , while classical completion is achieved if  $\geq 80\%$  of students achieve a score of  $\geq 70$ . Indicators of research success include: (1) teacher activity reaching the good category ( $\geq 80\%$ ); (2) student activity reaching the active category ( $\geq 80\%$ ); (3) cognitive learning outcomes achieving classical completion  $\geq 80\%$ ; and (4) affective and psychomotor learning outcomes being in the good to very good category.

## Results and Discussion

The implementation of the Discovery Learning model assisted by the Canva application presentation in Regional Culture lessons follows the following steps: (1) stimulation (providing stimulation), (2) problem statement (identifying the problem), (3) data collection, (4) data processing, (5)

verification (evidence), and (6) generalization (drawing conclusions). The researcher's implementation of these steps is based on the standard Discovery Learning syntax, which is adapted to incorporate Canva presentations for greater engagement and interactivity [11]. Learning using the Discovery Learning model, supported by Canva, was observed by an observer using a sheet that tracked teacher and student activities. Observation results for Cycles I and II showed significant improvements in model implementation.

**Table 1.** Analysis of Observation Results of the Implementation of the Discovery Learning Model

	Cycle I		Cycle II	
	1	2	1	2
Teachers	85.25%	87.50%	90.50%	92.45%
Students	82.45%	84.60%	89.40%	93.40%

Based on Table 1, there was a consistent increase in the implementation of the Discovery Learning model from both teacher and student aspects between Cycle I and Cycle II. In the teacher aspect, the observation score increased from 85.25% in Meeting 1 of Cycle I to 87.50% in Meeting 2. In Cycle II, the score increased again from 90.50% in Meeting 1 to 92.45% in Meeting 2. This increase indicates that the implementation of learning is becoming increasingly optimal, marked by better mastery of Discovery Learning steps, more effective classroom management, and improved teacher ability to guide the student learning process. In the student aspect, there was also a consistent increase. In Cycle I, the percentage of student activity increased from 82.45% in Meeting 1 to 84.60% in Meeting 2. Furthermore, in Cycle II, it increased again from 89.40% to 93.40%. These results indicate that students are increasingly active in learning, are able to work together more effectively, and are more confident in expressing opinions and in being involved in the concept discovery process. Overall, the results in Table 1 indicate that implementing the Discovery Learning model successfully improved the quality of the learning process, both in terms of teacher performance and student engagement. Student learning outcome data were obtained from evaluations in three domains: cognitive (knowledge), affective (attitudes), and psychomotor (skills) in Cycles I and II, as presented in Tables 2, 3, and 4.

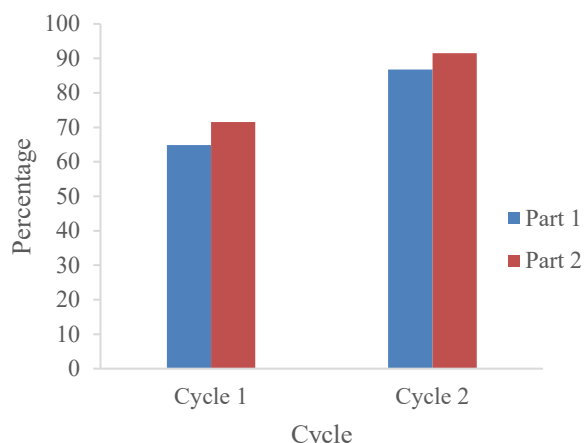
**Table 2.** Analysis of Student Knowledge Learning Outcomes in Cycle I and Cycle II

Aspect	Cycle I		Cycle II	
	Part 1	Part 2	Part 1	Part 2
Completed	32.26%	54.84%	87.10%	93.55%
Not Completed	67.74%	45.16%	12.90%	6.45%
Average Score	64.81	71.58	86.81	91.48

In the cognitive domain, the percentage of learning completion increased from Cycle I to Cycle II. Table 2 shows a significant and consistent improvement in students' cognitive learning outcomes following the implementation of the Canva-assisted Discovery Learning model. In Cycle I, student learning outcomes remained relatively low, with an average score of 64.81 in Part 1 and 71.58 in Part 2. This indicates that in the initial stages, students were still adapting to a learning model that demands active participation,

collaboration, and independent thinking skills in discovering learning concepts. Some students were still accustomed to conventional learning, which made it difficult for them to identify key information, connect concepts, and draw independent conclusions. However, a significant improvement occurred in Cycle II. The average student score increased to 86.81 in Part 1 and 91.48 in Part 2. This improvement indicates that the learning model used helped students better understand the material, increased active

participation in learning, and developed critical thinking and problem-solving skills.



**Figure 2.** Student Knowledge Learning Outcomes Analysis Diagram

This improvement indicates that students are beginning to adapt to the stages of Discovery Learning, such as stimulation, data collection, and generalization. This process allows students to build a deeper, gradual understanding rather than simply receiving information. From a constructivist perspective, this demonstrates that learning becomes more meaningful because students actively construct knowledge.

The effectiveness of the intervention was also influenced by Canva's role as a visualization aid. Canva serves not only as a presentation tool but also as a medium capable of concretizing previously abstract regional cultural concepts into easier-to-understand ones through images, icons, colors, and structured layouts [12]. This visual presentation helps students see the relationships between concepts more clearly, transforming the learning process from rote memorization to meaningful learning.

Furthermore, Canva increases learning engagement through its attractive, varied presentations. Students become more focused and enthusiastic about learning, which ultimately leads to increased active participation. When attention and engagement increase, information absorption also becomes more optimal. From a cognitive perspective, Canva helps organize information systematically, making it easier for students to organize ideas and understand the flow of the material. This accelerates the thinking process and

makes it easier for students to analyze and summarize concepts. Based on cognitive load theory, structured visualization can reduce cognitive load, allowing students to focus their mental energy on higher-level thinking processes, rather than on understanding the presentation of information [13].

This intervention is effective because Canva does not stand alone but is integrated with the Discovery Learning model [14]. Canva serves as a visual stimulus in the initial stages, an exploration tool during information gathering and processing, and a presentation medium in the final stages. Thus, each stage of Discovery Learning is supported by relevant media, ensuring a more focused and optimal learning process. Furthermore, Canva provides students with space to independently create learning products. This activity encourages students not only to understand the material but also to apply and communicate their learning outcomes. This active engagement is key to the intervention's effectiveness, as students learn through direct experience (learning by doing).

Previously abstract regional cultural material becomes more concrete through images, animations, and structured presentations. This helps reduce students' cognitive load in understanding information, allowing them to focus more on higher-order thinking processes, such as analyzing and connecting concepts. Furthermore, Canva's interactive features encourage student engagement, increasing their attention and motivation to learn throughout the learning process.

Compared with previous research findings [15], These results reinforce the effectiveness of Discovery Learning in improving critical thinking skills and conceptual understanding, while visual media can contribute to enhancing the appeal and clarity of material presentation. However, the key advantage of this study lies in the integration of the two, where Canva serves not only as a presentation medium but also as a tool supporting each stage of Discovery Learning. Thus, students not only see and hear but also actively explore, process information, and discover concepts independently.

Overall, the improvement in cognitive learning outcomes from Cycle I to Cycle II demonstrates that the combination of Discovery Learning and Canva can create more effective learning. This intervention works because it combines active thinking with strong visual support, resulting in a deeper understanding

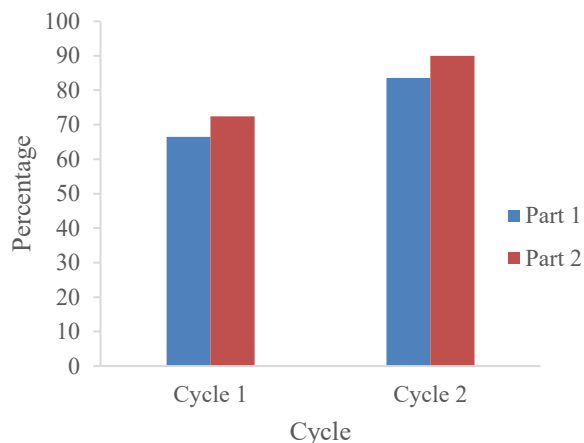
**Table 3.** Analysis of Student Affective/Attitudinal Learning Outcomes in Cycle I and Cycle II

Aspect	Cycle I		Cycle II	
	Part 1	Part 2	Part 1	Part 2
Completed	22.58%	54.84%	80.65%	93.55%
Not Completed	77.42%	45.16%	19.35%	6.45%
Average Score	66.48	72.39	83.55	90.00

In the affective (attitude) domain, the percentage of learning completion also increased from Cycle I to Cycle II. Table 3 shows a significant and consistent increase in students' affective learning outcomes following the implementation of the Canva-assisted Discovery Learning model.

In Cycle I, students' affective learning outcomes remained relatively low, with an average score of 66.48 in Part 1 and 72.39 in Part 2. This indicates that in the initial stages, students were still unaccustomed to demonstrating active learning behaviors, such as working together, expressing opinions, and taking responsibility for assignments. This was influenced by previous learning

habits, which tended to be passive and teacher-centered. However, in Cycle II, there was a significant improvement. The average student score increased to 83.55 in Part 1 and 90.00 in Part 2. This improvement indicates that the implemented learning process encouraged the development of positive student attitudes throughout. Students became more active participants, more confident in expressing their opinions, able to work effectively together, and demonstrated greater responsibility in completing learning assignments.



**Figure 3.** Student Affective Outcome Analysis Diagram

This improvement indicates that students are beginning to demonstrate positive attitudinal changes, such as increased activity, greater group collaboration, and greater confidence in expressing ideas. Students are also beginning to follow the learning flow with greater responsibility. The characteristics of the Discovery Learning model place students as active subjects in learning. Through the discovery phase, students are encouraged to interact, discuss, and collaborate to solve problems, indirectly developing social attitudes and responsibility. From the perspective of affective learning theory, active involvement in the learning process can strengthen the internalization of positive values and attitudes. This is evident in the development of student attitudes, as measured through several aspects: faith and piety, citizenship, critical reasoning, and creativity [16].

In terms of faith and piety, student involvement in more interactive learning encourages the emergence of positive habits such as praying before and after learning activities. Furthermore, by connecting regional cultural material to life values, students begin to appreciate diversity as part of God's creation. Tolerance and compassion are also evident in interactions between students, such as mutual respect and politeness during discussions [17].

In terms of citizenship, Discovery Learning-based learning, which involves group work, provides a space for students to learn to appreciate cultural, ethnic, and linguistic differences. Students not only understand concepts cognitively but also practice this respect in real-life interactions. Responsibility within a group is also increasingly evident, for example, in completing assignments together and actively contributing. Furthermore, fairness and respect for others' opinions are developed through discussions, where students learn to listen and accept diverse perspectives [18].

In terms of critical reasoning, active engagement in learning encourages students to be more confident in asking relevant questions and analyzing information from various sources, such as videos or discussion results. This process demonstrates that curiosity and critical thinking skills not only develop cognitively but are also reflected in students' attitudes throughout the learning process.

Furthermore, in terms of creativity, using Canva provides students with a space to express their ideas more freely and engagingly. Students are encouraged to generate new ideas in discussions and present their work creatively [19]. This demonstrates that learning not only fosters courage to express opinions but also the ability to express ideas innovatively. The effectiveness of this intervention is evident in the shift in student attitude assessment categories, from "sufficient" or "needs guidance" to "good" and even "very good." This change occurs because learning is no longer one-way; it now provides students with direct experience of practising values and attitudes in real-world contexts. Furthermore, using Canva increases students' interest and enjoyment in learning. This encourages students to participate more confidently, actively participate in discussions, and become emotionally engaged in learning. Thus, positive attitudes are not only understood but also habituated and demonstrated in daily learning activities.

Compared to previous research [20], these results indicate that Discovery Learning is effective in fostering active and collaborative attitudes, while visual media can increase student motivation and engagement. The novelty of this study lies in integrating the two, using Canva as a tool that supports interaction and exploration in Discovery Learning. Overall, the improvement in affective learning outcomes from Cycle I to Cycle II indicates that the combination of Discovery Learning and Canva can create more interactive, enjoyable, and student-centered learning. This intervention is effective because it not only develops cognitive aspects but also shapes students' positive attitudes during the learning process.

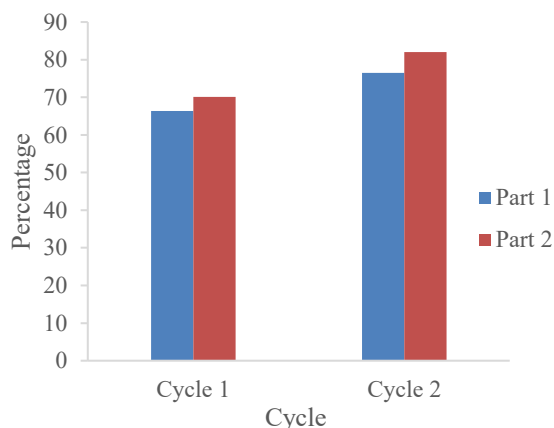
**Table 4.** Analysis of Psychomotor/Skill Learning Outcomes of Students in Cycle I and Cycle II

Aspect	Cycle I		Cycle II	
	Part 1	Part 2	Part 1	Part 2
Completed	19.35%	29.03%	54.84%	80.65%
Not Completed	80.65%	70.97%	45.16%	19.35%
Average Score	66.39	70.13	76.45	82.00

In the psychomotor domain, the percentage of learning completion also increased from Cycle I to Cycle II. Table 4 shows a significant and consistent improvement in

student learning outcomes following the implementation of the Canva-assisted Discovery Learning model.

In Cycle I, students' psychomotor learning outcomes remained relatively low, with an average score of 66.39 in Part 1 and 70.13 in Part 2. This indicates that in the initial stages, students still experienced difficulties in applying skills, such as conducting practice, presenting results, and directly applying concepts. This was due to a lack of learning experiences involving active, practical activities, which prevented students from becoming accustomed to using skills independently in the learning process.



**Figure 4.** Student Psychomotor Results Analysis Diagram

However, in Cycle II, there was a significant improvement. The average student score rose to 76.45 in Part 1 and 82.00 in Part 2. This improvement indicates that the learning process helped students develop stronger practical skills. Students are able to carry out learning activities more skillfully, actively engage in practice, gain confidence when presenting work results, and apply learning concepts directly in assigned activities. This improvement indicates that students are beginning to develop better skills, such as conducting practical activities, working collaboratively in groups, and presenting learning outcomes in a more structured manner.

The effectiveness of this intervention is influenced by the implementation of the Discovery Learning model, which provides students with opportunities to learn through direct experience, particularly in developing psychomotor skills [17]. This is reflected in improvements in several skill indicators. In the indicator of active participation in group discussions, students are not merely listeners; they also express opinions, ask questions, and respond to their peers' ideas appropriately and politely. This engagement demonstrates that the learning process encourages students to interact actively, thus developing communication skills and the courage to express their opinions.

In the group cooperation indicator, students demonstrate improved ability to divide tasks, work together, and support one another. Group activities in Discovery Learning require collaboration, helping students take responsibility for their roles. This strengthens social skills and teamwork abilities [21]. Furthermore, in the indicator of processing regional cultural information, students are beginning to identify, compare, and organize information more systematically. The process of exploring and processing data in Discovery Learning helps students develop thinking skills as well as technical skills in managing information in a more structured and meaningful way [22]. In the indicator of presenting findings through

media, such as Canva-based presentations, students show improvement in presenting their work creatively, clearly, and engagingly. Canva helps students organize materials and present results visually, thus developing presentation and communication skills.

Thus, the implementation of Discovery Learning not only improves conceptual understanding but also strengthens psychomotor skills through hands-on activities such as discussions, collaboration, information processing, and presentations. This aligns with the theory of learning by doing, which emphasizes that skills develop optimally when students are directly involved in practical experiences. Integration with Canva further strengthens the effectiveness of the intervention by providing visual and technical support that makes it easier for students to execute and present their work more effectively [23]. Furthermore, using Canva helps improve students' skills, particularly in presenting their work visually and engagingly. Canva helps students organize information, create presentations, and present learning outcomes more creatively. This improves students' skills not only in understanding the material but also in communicating their learning outcomes.

In previous research [24] These results demonstrate that Discovery Learning is effective in developing skills through practical activities. The novelty of this research lies in the integration of the two, so that the learning process emphasizes not only conceptual understanding but also skills in applying and presenting learning outcomes. Overall, the improvement in psychomotor learning outcomes from Cycle I to Cycle II indicates that the combination of Discovery Learning and Canva can create more active, applicable, and meaningful learning. This intervention is effective because it provides students with opportunities to learn through direct experience, while media that facilitate creativity and skill development support them.

In the initial phase, students' skills were still limited. They were not yet accustomed to engaging in practical activities that require systematic compilation, organization, and presentation of results. Learning activities were still heavily reliant on teacher direction, so skills were not yet optimally developed. As the learning progressed, changes began to emerge in the students' work styles. Students began to take risks, engage in group discussions, and practice presenting results, although still simple and lacking in confidence. This stage demonstrates the adaptation to discovery-based learning, in which students begin to understand their active role in learning activities [25].

More significant developments occurred in the subsequent cycles. Students demonstrated improvements in organizing information, organizing work coherently, and presenting it with greater confidence. They no longer simply followed instructions but began to take initiative in completing practical assignments. This demonstrates that skills are not only developing technically but also supported by increased self-confidence and learning independence. Analytically, this improvement can be explained through the characteristics of Discovery Learning, which positions students as the primary actors in the learning process. Through the stages of exploration, processing, and presentation, students gain hands-on experience (experiential learning) that allows for the gradual development of skills. This process aligns with psychomotor

learning theory, which emphasizes that skills develop through repeated practice, hands-on practice, and active engagement in tasks.

Compared with previous research, these findings confirm that Discovery Learning is effective at developing skills through hands-on activities, while digital media such as Canva enhances presentation quality and student creativity. However, the main strength of this study lies in the integration of the two, where Canva is not only a tool but also part of the learning process, supporting each stage of discovery. This integration allows students to learn actively and productively in producing work. Furthermore, the teacher's role in scaffolding is a crucial factor in the intervention's success. In the initial stages, the teacher provides clear directions and examples, then gradually reduces assistance as students' skills improve. This approach helps students progress from inexperience to greater independence in carrying out practical activities.

Overall, improvements in the psychomotor domain demonstrate that the combination of Discovery Learning and Canva is effective in continuously building students' skills. This intervention works because it integrates hands-on experience, visual support, and targeted guidance, enabling students not only to understand concepts but also to skillfully apply and communicate learning outcomes [20]. To further enhance these outcomes, teachers can offer more structured and progressive practice exercises, guide students in systematically presenting their work, and provide models or examples of skills before practical assignments. The delivery of Regional Culture lessons using the Discovery Learning model, supported by Canva presentations, follows structured stages aligned with the learning syntax below.

### **Stage 1: Stimulation**

The teacher begins by preparing students through perceptual activities related to everyday life, particularly experiences related to local cultural diversity. Initial material is presented through visually appealing Canva presentations to capture attention. Provocative questions guide students to share their prior knowledge. Most students demonstrate active engagement, although some still lack confidence in expressing their opinions [15].

### **Stage 2: Problem Statement**

Next, the teacher guides students to identify problems related to regional culture content. This occurs through initial discussions and more focused questions. Students are trained to formulate questions or issues from the stimulus information provided. At this point, critical thinking skills begin to develop, although teacher guidance is still needed for equitable participation among all students [26]. Students face real-world (authentic) problems, which enable them to independently construct and organize knowledge from the learning experiences gained [27].

### **Stage 3: Data Collection**

Students gather relevant information from available learning resources, such as Canva-based PowerPoint presentations, books, and group discussion results. These

resources help them understand concepts more concretely and engagingly. Students actively take notes, research information, and discuss with group members to collect data relevant to the topic. This stage also includes a simple interactive quiz game within the Canva presentation to test students' initial understanding of the material. This quiz activity makes learning more enjoyable and increases student participation.

### **Stage 4: Data Processing**

Students then process the information obtained by discussing it in groups and compiling their findings. The activity concludes with a presentation of the discussion results to the class. Most students were able to adequately communicate their findings, although some still needed guidance to express their ideas logically and clearly [28].

### **Stage 5: Verification**

The teacher and students review the discussion's results. The teacher clarifies inaccurate answers and reinforces correct conceptual understanding. This helps students verify the accuracy of the information, resulting in a more accurate understanding.

### **Stage 6: Generalization**

Involves students and the teacher in summarizing the regional culture lesson material. Students are trained to draw conclusions from discussions and learning outcomes [29]. To assess understanding, the teacher provided an evaluation at the end of the lesson.

Improvements in student learning outcomes were evident in the evaluations conducted in each section. In the cognitive domain, most students demonstrated a strong understanding of the material, particularly in recall and comprehension. Analytical skills also began to emerge, although some students struggled with application-level questions. The Discovery Learning model, aided by Canva presentations, proved effective in improving learning outcomes [30]. This was evident in the increased activity, understanding, and engagement. However, challenges remained, including student passivity due to a lack of confidence, varying comprehension abilities, and a lack of focus during discussions. Some also struggled to articulate their opinions clearly and systematically. To address this, the teacher implemented improvements, including increased motivation to boost self-confidence, intensive guidance for struggling students, full-group involvement in presentations, and closer monitoring. The teacher also praised active students to inspire others.

Evaluation results showed that in the cognitive domain, most students effectively mastered recall (C1) and comprehension (C2) skills. They also began to tackle analytical-level essay questions (C4) with clear, logical, and complete sentences. Cycle I showed gradual improvement across all sections, although initial gains were still far from the target success. Improvements in Cycle II led to optimal progress, with 100% mastery in the final section. This underscores how Discovery Learning, supported by

engaging media, facilitates a deeper understanding of the material.

The implementation of the Discovery Learning model, supported by Canva presentations, was effective in improving fifth-grade students' learning outcomes in regional culture. Learning that emphasizes the process of independent concept discovery makes students more active, think critically, and understand the material being studied more easily. During the implementation of the learning, several obstacles were still encountered, including: (1) some students were still less active in answering questions because they felt less confident; (2) some students had difficulty understanding the material because they were not used to learning that requires active participation; (3) some students were still reluctant to present the results of their discussions in front of the class; (4) some groups lacked focus during learning activities; and (5) students still had difficulty expressing their opinions clearly and systematically.

These challenges indicate that the success of implementing the Discovery Learning model is greatly influenced by the teacher's ability to manage learning and motivate students [31]. Therefore, continuous improvement efforts are needed to optimise the learning process. Solutions implemented to overcome this challenge include: teachers giving rewards to active students to increase learning motivation; providing more intensive guidance to students who experience difficulties; involving all group members in presentation activities so that every student participates; increasing supervision during the learning process; and providing motivation and guidance to students to build confidence in expressing opinions using appropriate and correct language. With these improvement efforts, the learning process becomes more effective and optimally improves student activity and learning outcomes [32].

## Conclusion

Based on the research results and discussion, it can be concluded that the application of the Discovery Learning model, assisted by Canva presentations, to the topic of regional culture significantly improved the quality of the learning process and learning outcomes of fifth-grade students. This improvement was evident in the progress of teacher and student activity, which progressed from good to excellent in Cycle II. Furthermore, student learning outcomes also improved in three domains: cognitive, affective, and psychomotor. In the cognitive domain, the average score increased from 64.81 in Cycle I to 91.48 in Cycle II. In the affective domain, it increased from 66.48 to 90.00, and in the psychomotor domain, it increased from 66.39 to 82.00. This demonstrates that learning not only improves conceptual understanding but also improves students' attitudes and skills. These improvements occurred due to the systematic application of Discovery Learning syntax, from stimulation and problem identification to data collection and processing, verification, and generalization, combined with the use of Canva as a visual and interactive support. The implications of this research for teachers are the importance of using innovative learning models that can encourage student activeness and independence in learning. Teachers not only act as conveyors of information but also as facilitators and guides, providing gradual scaffolding

according to students' needs. Using Canva also provides teachers with an alternative way to present material in a more engaging, interactive, and contextual way, thereby increasing student motivation. Furthermore, teachers can utilize Canva's visual features to help students understand regional cultural material through images, animations, videos, and interactive presentations that are easier for elementary school students to understand. In terms of curriculum implementation, this research supports the implementation of learning aligned with the Independent Curriculum, which emphasizes active, creative, collaborative, and student-centered learning. The Discovery Learning model, supported by Canva, can be a relevant learning strategy for developing Graduate Profile Dimensions, particularly critical thinking skills, creativity, mutual cooperation, communication, and respect for cultural diversity. Discovery-based learning also provides students with opportunities to construct knowledge independently through direct experience, making learning more meaningful and contextual.

## Author Contributions

D.N. Laela: Initiated and designed the research, developed the research instruments, conducted data collection and analysis, interpreted the research findings, and prepared the manuscript. Badarudin: Provided guidance and supervision in the research design, instrument validation, analysis of research findings, and contributed to the review and refinement of the manuscript.

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