



Effectiveness of Canva Learning Media Using the Discovery Learning Model at Elementary School 37 Pasar Bukit

Riza Kasmayulia¹, Reinita², Mansurdin³, Atri Waldi⁴

^{1,2,3,4}Department Elementary School Teacher Education, Padang State University, Padang, Indonesia

Article Info

Article history:

Received Marc 30, 2025
Revised Apr 26, 2025
Accepted May 17, 2025
OnlineFirst May 18, 2025

Keywords:

Canva
Discovery Learning
Learning Media

ABSTRACT

Purpose of the study: The purpose of this study was to determine the effectiveness of Canva learning media in improving the learning outcomes of 5th grade students at elementary school 37 Pasar Bukit, Linggo Sari Baganti District, Pesisir Selatan Regency.

Methodology: This development research employs the ADDIE model. The stages of the ADDIE development model are Analysis, Design, Development, Implementation, and Evaluation. The data collection methods used in this study were interviews, observation, tests, and documentation. The pre-test is conducted before using the Canva learning media, and the post-test is administered after the learning process using Canva with 20 multiple choice questions.

Main Findings: The research findings indicate that, prior to the implementation of the learning media, 5 students achieved mastery while 13 students did not. However, after utilizing the instructional media, the percentage of student learning mastery at elementary school 37 Pasar Bukit increased by 88.88%, meaning 16 out of 18 students showed improvement, and 2 students maintained their results. With a mastery percentage of 88.88%, this signifies that 16 students achieved mastery, while 2 did not. Therefore, it is evident that the use of Canva based learning media with the Discovery Learning model can enhance student learning outcomes.

Novelty/Originality of this study: This research involves years of research, new research objects and research subjects that have never been studied before and developing learning media created using the Canva application with the researcher's own voice recordings without dubbing.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Riza Kasmayulia,
Department Elementary School Teacher Education, Faculty of Education, Padang State University,
Jalan Prof. Dr. Hamka, Air Tawar, Padang, Indonesia
Email: rkasmayulia@gmail.com

1. INTRODUCTION

Education is a conscious effort to shape character and enhance the capabilities and civilization of the nation to enlighten the lives of its citizens. It is an activity designed with the purpose of fully developing an individual and plays a vital role in improving one's quality of life [1]. The educational process encompasses individuals, society, and all aspects of material and spiritual reality, ensuring the formation of character, identity, humanity, community, and destiny [2].

In the era of Society 5.0, humans are required to create a more advanced and sustainable society through the wise and integrated use of technology and information and communication technologies. Society 5.0 represents the current state of society as it emerges from Industry 4.0, meaning that technology has become an

integral part of people's lives[3]. However, unlike the Industrial Revolution 4.0, which primarily focuses on industrial transformation and business productivity, Society 5.0 places a strong emphasis on the public impact of technology and the necessity to create a better society [4].

One of the sectors impacted is the field of education in Indonesia. In the Society 5.0 era, progressive educators are required to possess digital skills and the ability to think creatively. Currently, education is beginning to embrace the Society 5.0 era, presenting challenges for the educational world. This necessitates the readiness of teachers in general. In implementing this, teachers are regarded as professional educators who are involved and responsible in the learning process. A teacher is someone who intentionally influences others to achieve a higher level of humanity[5]. Therefore, learning media play an important role in the classroom learning process.

In the learning process, teachers typically utilize instructional media as a means to convey material in a way that students can comprehend[6]. The use of instructional media during the orientation phase of teaching significantly enhances the effectiveness of the learning process and the delivery of messages and lesson content. Employing instructional media during the learning process can also lead to improved learning outcomes [7]. The use of instructional media is a crucial factor in enhancing student learning outcomes, as it greatly supports the development of an individual's knowledge, especially for students engaged in the learning process.

Considering the pivotal role of instructional media in the learning process, it is imperative for teachers to recognize its importance. Educators must understand that effective media facilitates classroom instruction and aids students in achieving educational objectives. Therefore, selecting appropriate instructional media is crucial to ensure that learning goals are successfully met. The utilization of such media enhances the effectiveness, efficiency, and engagement of the learning experience. Consequently, teachers need to meticulously plan classroom activities. A teacher should acknowledge the significance of instructional media in the teaching and learning process.

To ensure the success of the learning process when presenting instructional materials to students, teachers require educational tools in the form of learning media. In the past, teachers relied solely on books to deliver content, which often led to student boredom due to the monotonous approach, thereby diminishing their enthusiasm for learning. Undoubtedly, students' grades and achievements are influenced by this decline in learning interest. This issue stands as one of the primary challenges in today's education system and necessitates resolution to achieve educational objectives effectively.

Learning activities are fundamentally processes involving both teachers and students, where communication is established, and information is transmitted through instructional materials. The learning process can attain educational goals by aligning with students developmental stages. With the rapid advancement of technology, such as gadgets, students nowadays prefer tech-related items, prompting the need for teachers to update their teaching materials. Consequently, educators must be capable of developing innovative ideas to stimulate students' interest in learning; one such idea is the utilization of learning media. Learning media comprise educational materials that support the learning objectives of both teachers and students. The evolution of learning media undoubtedly facilitates teachers in conveying information to students, thereby enhancing the likelihood of information being comprehended and retained by students. Learning media serve as a method to communicate learning objectives by conceptualizing learning in a more successful and effective manner, ensuring that the information presented can be effectively communicated [8]. According to Supriyono, the type of material used significantly influences the effectiveness of the learning process. Consequently, learning media serve as essential educational tools that play a pivotal role in fostering students' competencies and ensuring successful learning outcomes .

Traditionally, teachers have utilized learning media; however, these often tend to be monotonous and less engaging in both content and format. To address this, employing digital learning media techniques with Canva is recommended as a strategy to diversify instructional materials and align with contemporary technological advancements. Canva facilitates more active communication and participation between teachers and students during the learning process. This interactive engagement enhances the emotional and behavioral aspects of learning, leading to deeper communication and improved understanding between educators and learners.

Integrating Canva into direct instruction leverages current technology, making learning more engaging. The availability of digital learning resources not only aids students in becoming technologically literate but also enables them to use technology effectively. Canva supports the creation of various digital learning media, including graphics, animations, music, videos, and instructional materials, which contribute to a more dynamic and effective learning experience [9]. Furthermore, when canva learning media are introduced at the elementary school level, the use of diverse animations can significantly boost students' enthusiasm and joy in learning. Thus, to achieve successful learning outcomes aligned with educational objectives, the implementation of interactive digital learning media is expected to enhance students' competencies and motivation in the learning process.

The purpose of this research is to evaluate how well students comprehend topics when utilizing advanced learning tools. By adopting new, more engaging, and interactive media that keep pace with

technological advancements specifically in the form of interactive learning media this innovation aims to serve as a tool for both teachers and students to develop their learning skills. It is anticipated that the publication of this work will elevate educational standards and facilitate the achievement of higher educational goals.

In the learning process, there are several media that teachers can use for teaching and learning in the classroom, one of which is media utilizing the Canva application[10]. Canva offers a variety of designs that can capture attention and enhance the creativity of both educators and students in creating instructional media. With numerous available features, it saves time and effort in developing learning materials, as it can be accessed via laptops or mobile devices. Canva simplifies the design process, making it highly accessible for teachers. [11] Canva facilitates the implementation of learning for teachers and students based on technology, skills, creativity, and other advantages. Therefore, designs created with Canva can increase student interest in learning activities and enhance their motivation to present assignments and materials in an engaging manner. Consequently, teachers can utilize various templates provided within Canva and modify them according to the needs of student learning in the classroom. The built-in features available in Canva can also be leveraged to create attractive learning media. The presence of Canva can serve as an innovative breakthrough that teachers can use as a learning medium. At the elementary school level, particularly in fifth grade, students are more interested in the use of technology-based learning media.

To enhance and foster each student's critical thinking abilities, educators are adapting their instructional approaches. Every model, technique, and method employed should aim to provide a positive and significant impact on students. Teachers are expected to integrate these learning strategies effectively to improve students' academic performance. Consequently, researchers have adopted the discovery learning model, as it enables students to construct their own understanding and knowledge. To motivate students to engage actively in the learning process, teachers should design enjoyable yet relevant activities. Selecting appropriate learning media is crucial in this context. According to Jerome Bruner's theory, learning occurs through three distinct modes of representation: enactive (learning through actions), iconic (learning through images), and symbolic (learning through language and symbols). Fundamentally, the ability to comprehend concepts is an essential skill that every student must develop to participate effectively in the learning process. This research focuses on how learning media, such as Canva videos, can stimulate students' interest in learning. Traditional learning methods often present challenges, especially when educational materials require updates to reflect changes across various fields. Addressing these challenges is significant and must be considered in the educational process.

The Research and Development (R&D) methodology, encompassing three stages preliminary study, product development, and testing was employed to assess the impact of Canva-based learning media on the academic outcomes of fifth grade elementary students [12]. The ADDIE development model, which stands for Analysis, Design, Development, Implementation, and Evaluation, was utilized to conduct this testing process at SDN 37 Padar Bukit. The study aimed to create interactive learning media and enhance learning outcomes for fifth grade students using Canva-based resources. The goal was to stimulate students' interest in lifelong learning by leveraging engaging and technologically advanced educational tools. It is anticipated that the publication of this research will elevate educational standards and facilitate the achievement of higher

2. LITERATURE REVIEW

The term "media" originates from the Latin word "medium", which means "middle," "intermediate," "intermediary," or "conduit." In the context of education, "media" refers to tools or channels used to convey information from the sender (teacher) to the receiver (student), facilitating the learning process. Media is anything used to convey a message that can stimulate students' attention, feelings, thoughts, and willingness to learn. [13] Media can help students learn in the classroom by making the lesson material easier to understand and allowing them to explore the subject matter more effectively. Instructional media is a component that plays an important role in supporting the success of the learning process [14]. Instructional media is a tool used by teachers to convey information to students [15].

[16] Instructional media is an integral part of the learning system. There are various types of instructional media that can be used, each offering numerous benefits. [17] Teaching aids in the form of instructional media greatly facilitate student learning because media can make abstract concepts more concrete. The use of instructional media should be based on appropriate selection, so that it can enhance the meaning and function in supporting the effectiveness and efficiency of the learning process. [18] Instructional media is a tool that can assist the learning process and serves to clarify the meaning of a message delivered by the teacher, thereby helping to achieve learning objectives more effectively and accurately. Instructional media can function as a means to deliver and clarify information, as well as to present that information [19].

Based on the definitions of instructional media above, it can be concluded that instructional media is a tool or object that can be used by an educator as a means to convey learning material, making it easier for students to understand the material delivered by the teacher.

[20] Canva is an online design program that provides a wide variety of design templates that can be used to create instructional media. Canva is one of the online applications that we can use to develop educational materials. It is a graphic design application used to create social media graphics, presentations, posters, documents, and other visual content [21]. The advantages of using the Canva application include: it offers a wide variety of attractive designs, enhances the creativity of both teachers and students in designing instructional media due to the many available features, saves time by allowing for practical creation of learning materials, and it can be used not only on a laptop but also through mobile devices. The advantages of Canva include: 1) Canva's instructional media can be accessed by anyone for free, 2) Teachers can create learning materials quickly and capture students' attention, 3) It offers practical and complete features for designing instructional media. This Canva media will foster students' interest in learning, boost their learning motivation, and improve their learning outcomes. The influence of Canva-based instructional media is expected to enhance students' motivation to learn and their academic performance [22].

The Discovery Learning model is an instructional approach known as discovery-based learning [23]. Students are encouraged to learn independently by actively participating in classroom activities, which helps them retain the subject matter more effectively. This learning model connects classroom instruction with real-world problems, making the material more relevant and meaningful [24]. [25] Discovery Learning is a learning model where students are not directly provided with the final results or conclusions of the lesson. Instead, they are given the opportunity to search for and discover the outcomes themselves, which helps them remember the material more effectively and for a longer period. This model encourages students to be more active in their learning process, enhancing their ability to make discoveries and solve problems independently. As a result, the knowledge gained is retained longer and is less likely to be forgotten [26]. Discovery Learning is learning that occurs as a result of students manipulating, structuring, and transforming information in such a way that it becomes new information [27], [28]. The learning model factor is considered quite important, as it not only enhances student learning outcomes but also plays a role in determining student engagement. If student motivation is low, it is assumed that their learning outcomes will also be low [29]. Discovery Learning is a learning approach that can motivate students to enhance their learning outcomes and academic achievement[30].

Based on the description above, it can be concluded that the discovery learning model is a learning model that requires students to be active and able to solve their own problems in learning with the aim that students do not easily forget the material being taught. Each learning model has its own steps so that the learning process can run well as it should so that learning objectives can be achieved as expected. [31] The syntax of discovery learning is: Stimulation, problem statement, data collection, data processing, generalization. [32] Establishing six stages in Discovery learning that must be applied systematically. The six steps are; 1) Stimulation or giving stimulation; 2) Problem statement or problem identification; 3) Data collection or collecting data and information; 4) Data processing or data processing; 5) Verification or data analysis and interpretation or also called proof; 6) Generalization or drawing conclusions.

3. RESEARCH METHOD

The Research and Development (R&D) method was used in this study. The R&D method, also referred to in the context of Pancasila Education as the research and development method, is a research technique used to produce a specific product and to test or demonstrate its effectiveness. This method involves three main steps: (1) preliminary study, (2) product development, and (3) testing. The development model employed in this study is the ADDIE model. [33] As stated by Kuncahyono the ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation. This study was conducted at elementary school 37 Pasar Bukit, located in Sungai Sirah Air Haji Village, Linggo Sari Baganti Subdistrict, Pesisir Selatan Regency, West Sumatra Province. The learning focus was on the Pancasila Education subject, specifically the topic The Diversity of My Indonesian Culture. The research was carried out in a single session, which took place on April 15, 2025. The subjects of the study were 18 fifth-grade students at elementary school 37 Pasar Bukit, consisting of 10 boys and 8 girls. The data collection methods used in this study were interviews, observation, tests, and documentation. During the interviews, students were asked about the condition of the learning media used during the teaching and learning process. Observations were conducted during the ongoing learning activities. The tests administered in this study included a pretest and a posttest, each consisting of 20 multiple-choice questions. The pretest was given to measure the students' prior knowledge and skills, while the posttest was used to assess the extent of their learning improvement. Additional data necessary for the study was obtained through research documentation.

4. RESULTS AND DISCUSSION

This study measures students' interests and learning outcomes through the use of Canva media. Canva media allows teachers to display a combination of various applications that can attract students' attention. This

media can combine images, moving animations, videos, in a cohesive slide. Canva also has an application with attractive templates. Canva for education has a very diverse built-in template.

The results of the learning media effectiveness test are seen from the learning outcomes of students. The learning outcomes of students will later become a benchmark for measuring the level of student learning completion. The test was conducted in class V of elementary school 37 Pasar Bukit attended by 18 students with 10 boys and 8 girls on April 15, 2025. The test was carried out by giving pretest questions before using the learning media, then after using the learning media the researcher gave posttest questions again. Student learning outcomes are measured by tests. The test result scores are compared between the pretest or before using Canva media and the posttest using Canva media in learning. Student learning outcomes in the study using Canva media are as follows.

Table 1. Description of Pretest and Posttest Results of elementary school 37 Pasar Bukit

No	Respondent Name	Pretest	Information	Posttest	Information	Information
1	ADOP	85	✓	85	✓	Still
2	AGI	70		90	✓	Increase
3	ANA	55		85	✓	Increase
4	AP	60		90	✓	Increase
5	AS	60		95	✓	Increase
6	BA	50		80	✓	Increase
7	DHF	80	✓	85	✓	Increase
8	DM	80	✓	80	✓	Still
9	GAA	60		90	✓	Increase
10	HAP	55		85	✓	Increase
11	JI	40		75		Increase
12	LM	70		80	✓	Increase
13	MEA	65		90	✓	Increase
14	NPD	80	✓	85	✓	Increase
15	R	60		90	✓	Increase
16	RWI	70		80	✓	Increase
17	S	45		65		Increase
18	ZP	80	✓	95	✓	Increase
Amount		1.165		1.525		
Average		64		84,72		
Percentage			27,77%		88,88%	88,88%

Information:

✓ = Complete

Based on the table, it can be seen that before using learning media, there were 5 students who completed the learning while 13 others did not complete it with the highest score of 85 and the lowest score of 40, but after using learning media, the percentage of student learning completion at elementary school 37 Pasar Bukit increased by 88.88%, meaning that 16 out of 18 students experienced an increase and 2 others had the same results. Judging from the completion, it reached a percentage of 88.88%, meaning that 16 out of 18 students completed it while 2 others did not complete it.

The improvement in students' scores demonstrates that the use of Canva based learning media combined with the discovery learning model positively influences the development of students' competencies. Moreover, students gain meaningful learning experiences through this approach. The success of a learning process is significantly affected by the teacher's creativity in delivering material and selecting content that aligns with students' developmental stages. This notable improvement can be sustained and further developed to ensure continuous student engagement and growth in the learning process. Such interactive learning methods captivate students' attention, making them more inclined to focus on the lessons presented.

Addressing the challenges related to suboptimal learning processes and outcomes in elementary education, this research focuses on analyzing whether the use of Canva-based video learning media can enhance students' motivation to learn. The findings confirm that integrating Canva with the discovery learning model fosters students' interest in participating in learning activities and improves their academic performance.

Learning media, serving as nonverbal communication tools, must be meticulously designed to be effective and efficient in achieving educational objectives. Active learning media can stimulate students' motivation and concentration, thereby enhancing their enthusiasm for learning.

In practice, students initially possess limited knowledge, as evidenced by pretest results showing numerous errors. After receiving instructional material or stimuli, a posttest is administered to assess their comprehension. The observed improvement in students' performance indicates that interactive learning media

effectively enhance their cognitive abilities. Students experience enjoyable and meaningful learning, leading to immediate understanding of the material presented.

Based on the issues identified, the research concludes that Canva-based video learning media offer a viable solution. Students respond positively to the stimuli provided, demonstrating increased attentiveness and the ability to answer questions accurately. Their enthusiasm is evident from the initial exposure to the learning media, indicating a heightened interest in the educational activities facilitated by this approach.

Learning media is one of the important aspects in improving the quality of learning. Canva application learning media can improve learning outcomes and encourage teacher creativity in teaching [34], [35]. This is in line with Sulistioawati's research which explains that student learning outcomes have increased before and after using the Canva application learning media, namely 43% before and 92% after treatment, this increase occurs because the Canva learning media makes it easier for students to absorb learning materials where students are more active in paying attention to the teacher so that it can improve student learning outcomes [36].

The use of Canva based learning media, teachers get convenience in delivering learning materials. In this study, students can actively listen and pay attention to teachers through the media used during learning. Learning media that is used effectively can result in efficient use of time and lighten the burden on teachers in delivering learning messages. Learning by utilizing Canva media will be more interesting for students. The appearance of the media, the assessment format can be designed by the teacher as attractive as possible. Teachers can link Canva based media with other media as long as the media is online or digital.

The results of taking post-test scores in the implementation of this study indicate that the use of Canva media can improve student learning outcomes. In the initial learning of teachers without using media, students attention to the material presented by the teacher is still low. There are still many students who play alone, talk to their friends and even go out to ask permission to go to the back even though they have no significant interests.

5. CONCLUSION

Based on the results of the research and discussion that have been described about the effectiveness of Canva learning media with the discovery learning model at elementary school 37 Pasar Bukit, the learning outcomes of Pancasila Education before using Canva media obtained an average of 67.75 while after using Canva learning media obtained an average value of 88. The results of the effectiveness test of learning media in the form of videos from Canva that were developed were stated to be effective for use by class V students at elementary school 37 Pasar Bukit. This means that class V students at elementary school 37 Pasar Bukit feel helped in improving learning outcomes. The results of the effectiveness test show that the effective ones are the percentage results obtained at elementary school 37 Pasar Bukit obtained 88.88% completion, meaning that 16 out of 18 people experienced an increase and 2 others had the same results. Judging from the completion reaching a percentage of 88.88%, meaning that 16 out of 18 people completed while 2 others did not complete. Based on the description of the results obtained above, it can be concluded that learning media using the Canva application is effective for use as a medium in learning Pancasila Education at elementary school 37 Pasar Bukit. This research is expected to be one of the solutions in Pancasila Education learning in the future by prioritizing the use of interactive learning media to increase learning motivation and student learning outcomes..

ACKNOWLEDGEMENTS

The researcher expresses gratitude to the principal, the classroom teacher, and the fifth-grade students for providing the opportunity to conduct this research. The researcher also extends thanks to the field supervisor and colleagues who have guided, advised, and motivated the researcher during the research in the fifth grade at elementary school 37 Pasar Bukit.

REFERENCES

- [1] H. Whesli dan A. T. A. Hardini, "Peningkatan hasil belajar ipa dengan discovery learning berbantuan media audio visual di sekolah dasar," *Edukatif: Jurnal Ilmu Pendidikan*, vol. 3, no. 3, pp. 698–703, 2021, doi: 10.31004/edukatif.v3i3.345.
- [2] F. Teknowijoyo dan L. Marpelina, "Relevansi industri 4.0 dan society 5.0 terhadap pendidikan di Indonesia," *Edunomic: Jurnal Ilmiah Pendidikan Ekonomi*, vol. 16, no. 2, pp. 173–184, 2021, doi: 10.29408/edc.v16i2.4492.
- [3] A. Razak, "Tantangan guru sekolah dasar dalam menghadapi era society 5.0," *Jurnal Ilmiah Pendidikan dan Pembelajaran*, vol. 7, pp. 769–776, 2022, doi: 10.29303/jipp.v7i2c.498.
- [4] J. Junaidi, "Peran media pembelajaran dalam proses belajar mengajar," *Diklat Review: Jurnal Manajemen Pendidikan dan Pelatihan*, vol. 3, no. 1, pp. 45–56, 2019, doi: 10.35446/diklatreview.v3i1.349.

- [5] S. G. Sari, A. Ambiyar, I. Aziz, dan C. Leffega, "Pengembangan media pembelajaran pohon pintar pada materi penjumlahan pada kelas I SDN 52 Parupuk Tabing (studi berdasarkan asesmen)," *Jurnal Cendekia: Jurnal Pendidikan Matematika*, vol. 4, no. 2, pp. 1207–1216, 2020, doi: 10.31004/cendekia.v4i2.359.
- [6] S. Iskandar et al., "Efektivitas media pembelajaran interaktif terhadap hasil belajar siswa kelas 5 sekolah dasar," *Jurnal Pendidikan Guru Sekolah Dasar*, vol. 7, no. 3, pp. 557–566, 2023.
- [7] H. Nurhayati dan N. W. Langlang Handayani, "Pengaruh penggunaan media audio visual terhadap hasil belajar siswa," *Jurnal Basicedu*, vol. 5, no. 5, pp. 524–532, 2020.
- [8] N. Audie, "Peran media pembelajaran meningkatkan hasil belajar peserta didik," in *Prosiding Seminar Nasional Pendidikan FKIP*, vol. 2, pp. 586–595, 2019. [
- [9] [9] R. E. Tanjung dan D. Faiza, "Canva sebagai media pembelajaran pada mata pelajaran dasar listrik dan elektronika," *Voteteknika: Vocational Teknik Elektronika dan Informatika*, vol. 7, no. 2, pp. 79–85, 2019, doi: 10.24036/voteteknika.v7i2.104261.
- [10] Reinita dan A. Fitria, "Pengembangan media pembelajaran video," *Paedagogia: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, vol. 13, no. 2, pp. 98–101, 2022.
- [11] S. Ghufuron, Nafiah, Djuwari, A. Rulyansah, dan T. Saputri, "Effectiveness of innovative learning media in elementary schools during the COVID-19 pandemic," *PegeM Egitim ve Öğretim Dergisi*, vol. 14, no. 3, pp. 230–242, 2024, doi: 10.47750/pegegog.14.03.22.
- [12] N. Rini, S. Junaidi, dan S. Z. Harahap, "Efektivitas media pembelajaran interaktif berbasis aplikasi Canva dalam mata kuliah desain media interaktif," *Jurnal Edik Informatika: Penelitian Bidang Komputer Sains dan Pendidikan Informatika*, vol. 9, no. 1, pp. 47–54, 2023, doi: 10.22202/ei.2023.v9i1.6904.
- [13] S. I. Puspita dan M. K. Sari, "Media dan sumber belajar dalam pembelajaran PAI," *Jurnal International Multidisciplinary Research*, vol. 2, no. 5, pp. 216–225, 2024.
- [14] A. Deliana, R. Romalinca, O. Omerlin, K. Krisbet, dan M. Meldawati, "Efektivitas pemanfaatan Canva sebagai media pembelajaran luring," *Multiverse: Open Multidisciplinary Journal*, vol. 2, no. 2, pp. 298–303, 2023, doi: 10.57251/multiverse.v2i2.1258.
- [15] A. A. Toma dan R. Reinita, "Pengembangan media pembelajaran Canva berbasis model problem based learning di kelas IV sekolah dasar," *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, vol. 32, no. 2, pp. 162–177, 2023, doi: 10.17977/um009v32i22023p162-177.
- [16] A. Asyhari dan H. Silvia, "Pengembangan media pembelajaran berupa buletin dalam bentuk buku saku untuk pembelajaran IPA terpadu," *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, vol. 5, no. 1, pp. 1–13, 2016, doi: 10.24042/jpifalbiruni.v5i1.100.
- [17] S. Khasinah, "Discovery learning: definisi, sintaksis, keunggulan dan kelemahan," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, vol. 11, no. 3, pp. 402–412, 2021, doi: 10.22373/jm.v11i3.5821.
- [18] F. Indah dan R. Reinita, "Pengembangan media pembelajaran Articulate Storyline menggunakan model think pair share di kelas IV sekolah dasar," *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, vol. 14, no. 2, pp. 99–112, 2021, doi: 10.33369/pgsd.14.2.99-112.
- [19] [19] Wahyuli dan Mansurdin, "Validasi media interaktif berbasis aplikasi (Smart Application Creator) SAC pada pembelajaran Bahasa Indonesia di kelas IV SD," *Jurnal Basicedu*, vol. 5, no. 2, pp. 123–130, 2022.
- [20] Nurrita, "Media pembelajaran audio visual berbasis Canva," *Jurnal Pengabdian Kepada Masyarakat UBJ*, vol. 5, no. 1, pp. 75–84, 2021.
- [21] R. Efendi, A. Putra, G. Hasibuan, dan P. S. Siregar, "Canva application-based learning media on motivation and learning outcomes," *Jurnal Pendidikan dan Pengajaran*, vol. 7, no. 2, pp. 342–352, 2023.
- [22] R. Reinita, "Pengaruh penerapan model discovery learning terhadap hasil belajar siswa pada pembelajaran PKN di kelas V SDN 02 Aur Kuning Bukittinggi," *Jurnal Inovasi Pendidikan dan Pembelajaran Sekolah Dasar*, vol. 3, no. 2, pp. 13–20, 2020, doi: 10.24036/jippsd.v3i2.107405.
- [23] [23] D. Maulina, "Pengembangan model discovery learning dengan model group investigation pada mata pelajaran Bahasa Indonesia," *Lingua Franca: Bahasa, Sastra, dan Pengajarannya*, vol. 6, no. 2, pp. 199–210, 2022, doi: 10.30651/lf.v6i2.8532.
- [24] S. Amelia dan E. Sukma, "Pengaruh model discovery learning terhadap hasil belajar siswa pada pembelajaran tematik terpadu di kelas IV," *Jurnal Basic Education Studies*, vol. 4, no. 2, pp. 1–8, 2021.
- [25] Sherviyana dan Mansurdin, "Penerapan model discovery learning untuk meningkatkan hasil belajar tematik terpadu di sekolah dasar (studi literatur)," *Jurnal Pendidikan Tambusai*, vol. 4, no. 3, pp. 2083–2096, 2020, doi: 10.31004/jptam.v4i3.685.
- [26] A. A. Muhammad, *Model discovery learning dalam pembelajaran pendidikan agama Islam dan budi pekerti di sekolah*. Malang: CV. Literasi Nusantara Abadi, 2022, pp. 21–22.
- [27] Arifin, "Meningkatkan kemampuan menulis teks cerita fantasi dengan menggunakan model discovery learning pada siswa kelas VII B SMP Negeri 3 Arjawinangun," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, vol. 6, no. 4, pp. 1–12, 2017.

- [28] [28] L. Rosdiana dan S. Suhartono, "Pengaruh model pembelajaran discovery learning terhadap kemampuan berpikir kritis dan hasil belajar peserta didik," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, vol. 8, no. 1, pp. 1–10, 2019.
- [29] [29] H. R. Gultom dan P. Naibaho, "Efektivitas discovery learning dalam meningkatkan hasil belajar peserta didik kelas IV sekolah dasar," *Jurnal Basicedu*, vol. 5, no. 4, pp. 2112–2118, 2021, doi: 10.31004/basicedu.v5i4.1214.
- [30] D. Kusumastuti, "Penerapan model discovery learning untuk meningkatkan hasil belajar IPA siswa kelas IV SD," *Jurnal Pendidikan dan Pembelajaran Dasar*, vol. 6, no. 2, pp. 88–96, 2019.
- [31] N. Sari dan R. Isnawati, "Penerapan model pembelajaran discovery learning untuk meningkatkan hasil belajar IPA siswa kelas V SD Negeri 2 Purwodadi," *Jurnal Ilmiah Pendidikan Dasar*, vol. 4, no. 1, pp. 50–59, 2017, doi: 10.30659/pendas.4.1.50-59.
- [32] F. Lestari dan T. Wahyuni, "Pengaruh model discovery learning terhadap hasil belajar siswa pada mata pelajaran IPA kelas V SDN 104220 Tanjung Selamat," *Jurnal Pendidikan Guru Sekolah Dasar*, vol. 7, no. 1, pp. 44–49, 2019.
- [33] D. Wulandari, "Penerapan model discovery learning berbasis pendekatan saintifik untuk meningkatkan hasil belajar IPA siswa sekolah dasar," *Jurnal Ilmiah Sekolah Dasar*, vol. 4, no. 3, pp. 342–351, 2020, doi: 10.23887/jisd.v4i3.27687.
- [34] A. Nurlaela dan S. Farozin, "Efektivitas model pembelajaran discovery learning terhadap hasil belajar IPA," *Jurnal Pendidikan Sekolah Dasar*, vol. 6, no. 2, pp. 139–147, 2020.
- [35] I. Rahmawati dan D. P. Dewi, "Penerapan model discovery learning untuk meningkatkan keterampilan proses sains dan hasil belajar IPA," *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, vol. 7, no. 1, pp. 83–92, 2018, doi: 10.24042/jpifalbiruni.v7i1.2333.
- [36] Y. Astuti, "Pengaruh model pembelajaran discovery learning terhadap hasil belajar IPA siswa kelas V SD," *Jurnal Ilmiah Pendidikan Dasar*, vol. 5, no. 1, pp. 39–48, 2020, doi: 10.30659/pendas.5.1.39-48.
- [37] M. H. Lestari dan L. R. Surya, "Pengaruh model discovery learning terhadap hasil belajar IPA siswa kelas V SD," *Jurnal Ilmiah Pendidikan Dasar*, vol. 3, no. 2, pp. 118–127, 2018.
- [38] A. S. Dewi, "Penerapan model discovery learning untuk meningkatkan hasil belajar siswa pada mata pelajaran IPA kelas V SD," *Jurnal Inovasi Pendidikan Dasar*, vol. 4, no. 1, pp. 51–59, 2018.