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The Influence of the Discovery Learning Model Assisted by Canva Media on the Activities and Science Learning Outcomes of Class V Students at MIN 1 Makassar City

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The objectives of the study were to (1) Analyze the learning model of discovery learning assisted by Canva media that influences the learning activities of class V students of MIN 1 Makassar City. (2) Analyze the learning model of discovery learning assisted by Canva media that influences the learning outcomes of class V students of MIN 1 Makassar City. (3) To analyze the learning model of discovery learning assisted by Canva media that influences the activities and learning outcomes of class V students of MIN 1 Makassar City. This study was a quasi-experimental study with a Nonequivalent control group design. The population in this study was all class V of MIN 1 Makassar City with each class V student totaling 100 students. The random sampling technique was used to determine the research sample by drawing lots, so that class VA with 25 students was the experimental class and class VC with 25 students was the control class. The data obtained were analyzed using normality and homogeneity tests, then continued with hypothesis testing using the t-test and MANOVA test. The results of the study showed that; (i) The discovery learning learning model assisted by Canva media has a significant effect on the learning activities of class V students of MIN 1 Makassar City. The t-test results show that the significance value (Sig = 0.000) is smaller than the specified alpha value of 0.05 (0.000 < 0.05). (2) The discovery learning learning model assisted by Canva media has a significant effect on the science learning outcomes of class V students of MIN 1 Makassar City. The t-test results show that the significance value (Sig = 0.002) is smaller than the specified alpha value of 0.05 (0.002 < 0.05). (3) The discovery learning learning model assisted by Canva media has a significant effect on the science learning activities and outcomes of class V students of MIN 1 Makassar City. The results of One-way Multivariate Analysis of Variance (One-way MANOVA) show that all statistics have a very significant value with a p-value (Sig.) = .000. This indicates that the intercept significantly influences the dependent variable. It can be concluded that the discovery learning model assisted by Canva media has a significant effect on the activities and science learning outcomes of fifth-grade students at MIN 1 Makassar City.

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Keywords: *Discovery Learning Model; Canva Media; Activities; Science Learning Outcomes.*

Abstract: The purpose of this study was to (1) Analyze the discovery learning model assisted by Canva media influences the learning activities of class V students of MIN 1 Makassar City. (2) Analyze the discovery learning model assisted by Canva media influences the science learning outcomes of class V students of MIN 1 Makassar City. (3) To analyze the discovery learning model assisted by Canva media influences the activities and science learning outcomes of class V students of MIN 1 Makassar City. This study is a quasi-experimental study with a nonequivalent control group design. The population in this study was all class V of MIN 1 Makassar City with each class V student totaling 100 students. Random sampling technique was used to determine the research sample by drawing lots, so that class VA consisting of 25 students was the experimental class and class VC consisting of 25 students was the control class. The data obtained were analyzed using normality and homogeneity tests and then continued with hypothesis testing using t-test and MANOVA test. The results of the study indicate that; (i) The discovery learning model assisted by Canva media has a

significant effect on the learning activities of class V students at MIN 1 Makassar City. The results of the t-test show that the significance value (Sig = 0.000) is smaller than the set alpha value of 0.05 (0.000).

Keywords: *Discovery Learning Model; Canva Media; Activities; Science Learning Outcomes*

Introduction

Learning is a crucial process in human life. Over time, learning methods have undergone significant changes. One of the greatest innovations in education is the use of learning media. Learning media refers to various tools or devices used to convey information, support the learning process, and enhance student understanding and skills.

The use of media in the learning process can develop children's social-emotional skills. Therefore, appropriate learning models are needed to support the learning process effectively and ensure that children enjoy the learning process provided at school. Education is the process of preparing the next generation to face the global era and its challenges. The 21st century, also known as the digital age, is an era in which technology has the potential to impact the education system, including the learning process (Gestiardi, 2021).

Technology-based learning is nothing new. Furthermore, changes are occurring in the learning process. Work systems are shifting from manual (conventional) to modern (IT or digital) (Kristiawan, 2019). Technology and science continue to advance, providing the world of education with the opportunity to continue to improve.

Innovate and improve the teaching and learning process. The use of media in learning activities is one way technology influences education. Law Number 20 of 2003 concerning the National Education System, Article 3, is one effort to strengthen social values through education, which states that:

> "*National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens*" (Sisdiknas, 2003).

The purpose of this law is that the main function of the national education system is to create a learning atmosphere that is fun, meaningful, dynamic, creative, dialogical and committed to professionally improving the quality of education, because education that functions well, not only produces intelligent students but creates the character of students who are independent, faithful and have noble morals. Success in learning activities is the main goal in the education process. An effective, targeted learning process that has an impact on improving students' abilities is a way that can be done to achieve educational goals.

An educator must be able to design learning that meets the needs of students and adapts it to current developments to support the implementation of learning, especially in elementary schools (PD Purnasari & Yosua Damas Sadewo, 2019). Teachers have the ability to be creative by creating new learning resources that support the development of

student potential and address problems that arise during the learning process. According to (Wahyuningtyas, 2020), explaining that the use of media in the learning process can increase interest and that the use of teaching media in the teaching and learning process can have the potential to attract students' interest in learning, as well as arouse students' enthusiasm in the learning process.

The lack of media use as a learning resource causes students to have difficulty absorbing learning materials (Masykur, R., Aulia, LR, & Sugiharta, 2020). The low quality of education in Indonesia can be caused by a lack of conceptual understanding in the learning process, especially in science learning content. This statement is in line with the opinion of (Rohaetul, 2020), who stated that the low understanding of science concepts is caused by teaching methods that only rely on teacher lectures, and minimal opportunities for students to be actively involved in the learning process. Because there are not many facilities and infrastructure, especially those related to learning media, science learning is carried out without paying attention to the quality and effectiveness of these media.

Teachers rely solely on state-provided textbooks as their sole learning resource. Furthermore, according to Gestiardi (2021), the implementation of inappropriate learning models also results in students having difficulty understanding the material and becoming bored, which reduces their motivation to learn. Because the learning process is not optimized, learning is unsuccessful. Teachers can address this problem by creating interactive media in their lessons and implementing learning models that address students' needs.

Based on initial observations on July 29, 2024 at MIN 1 Makassar City, it was found that students had difficulty understanding the material given. This can be seen from the teaching and learning methods carried out by teachers in the classroom, so that students were less able to understand the material taught which caused students' science learning outcomes to be low, where the results of the mid-term exam in the even semester showed that in class VA only 40% of students completed while 60% of students had not completed, and in class VC only 36% of students completed while 64% of students had not completed with KKTP (Criteria for Achieving Learning Objectives) 75 (Attachment Pages 72-73), based on the results of the semester exam, students' scores were not very significant with the KKTP score.

The factors that cause the lack of student activity in the learning process, students do not concentrate during learning, students have difficulty in remembering the material that has been taught. Students cannot learn optimally, because learning is still centered on the teacher with learning that is oriented towards providing reading materials only so that students only read and answer questions in the book. Based on the distribution of student activity questionnaires in classes VA and VB with a total number of students is 50 shows that the lack of student activity of the total number of students only 22% of students are active in learning and 78% of students are not active in learning (Appendix pages 74-75). This causes learning to be monotonous, and student enthusiasm only grows at the

beginning of learning, fifteen minutes later the learning takes place students already feel bored so that students are less able to develop understanding skills in the learning process.

This is also evidenced by several issues related to the suboptimal use of technology-based media, learning resources that only utilize government-provided books, and the implementation of learning models that are not optimal. The use of interactive media is still very rarely used in the learning process, especially in understanding the context of science content. In science learning, the use of interactive learning media and appropriate learning models is necessary due to the abstract nature of science material and to align with students' cognitive development, which is operational-concrete (Nuryati, 2021). According to (Kosasih, 2020), the discovery learning model is a model in the field of education that encourages students to participate actively and involve themselves in the learning process by supporting them to discover and understand new ideas through their own discovery and exploration. In the implementation of this model, teachers not only inform students but also help them learn analytically to solve problems. Students easily understand the subject matter, which allows for improved student learning outcomes. When associated with the use of interactive learning media, this learning model is suitable for implementation. Interactive media can be a solution in helping to concretize the abstraction of a material so that it can be easily understood by students by seeing the advantages of Canva interactive media which is easy to use and the availability of complete templates.

Method

This study used a quantitative approach with a quasi-experimental research type. The research design used was a Nonequivalent Control Group Design, namely an experimental design involving two groups, namely an experimental group and a control group without full randomization of the research subjects. The research was conducted at MIN 1 Makassar City with the research subjects being fifth-grade students in the 2024/2025 academic year. The population in this study was all fifth-grade students, totaling 100 students. The sampling technique used random sampling through a lottery system. Based on this technique, class VA was obtained as an experimental class consisting of 25 students and class VC as a control class consisting of 25 students. The variables in this study consisted of independent variables and dependent variables. The independent variable was the discovery learning model assisted by Canva media, while the dependent variables were students' science learning activities and learning outcomes.

Technique data collection in study This use a number of instruments , namely : Sheets observation activity study , test results learning , documentation , engineering data analysis was performed through a number of stage . First , it is done analysis statistics descriptive For know description general activity And results Study participant educate . Second , it is done test prerequisite analysis that includes test normality And test homogeneity . After the data is complete assumptions said , testing hypothesis done use t-test (independent sample t-test) For know difference between class experiment And class

control. Furthermore done MANOVA test (Multivariate Analysis of Variance) For know The influence of the discovery learning model assisted by Canva media to activity Study And results learn science in a simultaneous.

Results and Discussion

Research result

Table 1 Student Learning Activities with the Discovery Learning Model Assisted by Canva Media

No	Indicator	Student Learning Activities	The 1st Meeting				Average
			I	II	III	IV	
1	Participate in carrying out learning assignments	Students listen to the teacher's instructions in learning and then do the teacher's assignments.	72%	84%	88%	92%	84%
2	Involved in problem solving	Students actively participate in problem solving and express their opinions regarding problem solving.	64%	76%	84%	92%	79%
3	Ask other students or teachers if they don't understand the problem they are facing	Students actively ask questions during learning activities	76%	80%	88%	96%	85%
4	Trying to find various information needed to solve problems	Students utilize other sources of information to solve problems	72%	84%	88%	92%	84%
5	Conduct group discussions according to teacher instructions	Students collaborate in group discussions and actively participate in discussion activities.	76%	80%	88%	96%	85%

6	Assess his/her own abilities and the results he/she has obtained	Students provide an assessment of their own abilities	72%	84%	88%	92%	84%
7	Use and apply what is obtained in completing the tasks or problems they face	Students apply the knowledge they have acquired to completing the task	76%	80%	88%	96%	85%
Amount							**586**
Average							**83.7%**

Source: 2025 Data Processing Results

Based on table 4.2, it shows that of the 7 indicators of student learning activities with the conventional learning model, the average percentage obtained was 60.2%, which means that the implementation of the conventional learning model was carried out quite well.

a. Science Learning Results Before and After Treatment (Pretest and Posttest) Experimental Class

A pretest was administered to students at the first meeting, and a posttest was administered to students at the final meeting. The results of the pretest and posttest were then collected, reviewed, and analyzed by the researcher. Statistics on the students' science learning outcomes in the experimental class before receiving the treatment (pretest and posttest) can be seen in the following table:

Table 2 Descriptive Statistics of Experimental Science Learning Outcomes

Descriptive Statistics	Statistical Value	
	Pretest	**Posttest**
Number of Samples	25	25
The highest score	85	95
Lowest Value	50	75
Lowest Value	69.8	85

Source: 2025 Descriptive Statistics Data Results

Table 4.3 shows that the highest value of science learning outcomes in the pretest reached the highest value of 85 with an average score of 69.8 while the posttest reached the highest value of 95 with an average score of 85. If the science learning outcomes scores of students before and after being given the pretest treatment are grouped into five categories, then the distribution of frequency and percentage scores is obtained in the following table 4.4:

Table 3 Distribution and Percentage of Experimental Pretest and Posttest

Score	Category	Pretest		Posttest	
95 – 100	Very good	F	P (%)	F	P (%)
85 – 94	Good	0	0	5	20
75 – 84	Enough	5	20	10	40
65 – 74	Not enough	5	20	10	40
0 – 64	Very less	5	20	0	0

Source: 2025 Data Processing Results

Table 4.4 above shows that in the pretest, only 10 students, or 40%, achieved the KKM score. However, in the posttest, this figure increased, with 25 students, or 100%, achieving the KKM score.

a. Science Learning Outcomes Before and After Treatment (Pretest and Posttest) in the Control Class

A pretest was administered to students at the first meeting, and *a posttest* was administered to students at the final meeting. The results of *the pretest* and *posttest* were then collected, reviewed, and analyzed by the researcher. Statistics on the students' science learning outcomes in the experimental class before receiving the treatment (*pretest* and *posttest)* can be seen in the following table:

Table 4 Statistics Descriptive Results Learning Science Experiment

Statistics Descriptive	Statistical Value	
	Pretest	*Posttest*
Number of Samples	25	25
The highest score	85	95
Lowest Value	50	75
Average Score	69.8	85

Source: 2025 Descriptive Statistics Data Results

Table 4 shows that the highest value of science learning outcomes in *the pretest* reached the highest value of 85 with an average score of 69.8 while *the posttest* reached the highest value of 95 with an average score of 85. If the science learning outcomes scores of

students before and after being given the *pretest treatment* are grouped into five categories, then the distribution of frequency and percentage scores is obtained in the following table 4.4:

Table 5 Distribution and Percentage of *Pretest* and *Posttest* Experiment

Score	Category	*Pretest*		*Posttest*	
		F	P (%)	F	P (%)
95 – 100	Very good	0	0	5	20
85 – 94	Good	5	20	10	40
75 – 84	Enough	5	20	10	40
65 – 74	Not enough	10	40	0	0
0 – 64	Very less	5	20	0	0
Amount		25	100	25	100

Source: 2025 Data Processing Results

Table 4.4 above shows that in *the pretest* , only 10 students, or 40%, achieved the KKM score. However, in *the posttest*, this figure increased, with 25 students, or 100%, achieving the KKM score.

b. Science Learning Results Before and After Treatment (*Pretest* and *Posttest*) Control Class

A pretest was administered to students at the first meeting, and a posttest was administered to students at the final meeting. The results of the pretest and posttest were then collected, reviewed, and analyzed by the researcher. Statistics on the science learning outcomes of students in the control class before receiving the treatment (pretest and posttest) can be seen in the following table:

Table 6 Statistics Descriptive Results Learning Science Control

Statistics Descriptive	Statistical Value	
	Pretest	*Posttest*
Number of Samples	25	25
The highest score	75	75
Lowest Value	40	40
Average Score	53	56.6

Source: 2025 Descriptive Statistics Data Results

Table 6 shows that the highest value of science learning outcomes in *the pretest* reached the highest value of 75 with an average score of 53.1 while *the posttest* reached the

highest value of 75 with an average score of 56.6. If the science learning outcomes scores of students before and after being given the *pretest treatment* are grouped into five categories, the distribution of frequency and percentage scores is obtained in the following table 4.6:

Table 7 Distribution and Percentage of *Pretest* and *Posttest* Control

Score	Category	*Pretest*		*Posttest*	
		F	P (%)	F	P (%)
95 – 100	Very good	0	0	0	0
85 – 94	Good	0	0	0	0
75 – 84	Enough	3	12	5	20
65 – 74	Not enough	5	20	4	16
0 – 64	Very less	17	68	16	64
Amount		25	100	25	100

Source: 2025 Data Processing Results

Table 7 above shows that in *the pretest* , only 3 students, or 12%, achieved the KKM score. Meanwhile, in *the posttest*, 5 students, or 20%, achieved the KKM score.

c. Comparison of Science Learning Outcomes

Data from the frequency distribution of learning outcome scores of grade IV students in *the pretest* and *posttest* of the experimental class and the control class can be presented in the following table:

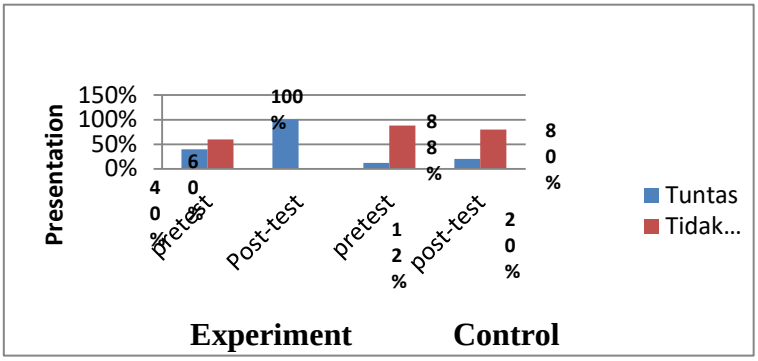
Table 8 Comparison of Experimental and Control Science Learning Outcomes

Score	Category	Experimental Class				Control Class			
		Pretest		Posttest		Pretest		Posttest	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)
≥75	Completed	10	40	25	100	3	12	5	20
< 75	Not Completed	15	60	0	0	22	88	20	80
Amount		2 5	100	2 5	100	2 5	100	2 5	100

Source: Results of Pretest and Posttest Completion Data Processing 2025

Based on table 8 above, the comparison can be seen that there was a significant increase in the results of the students' completion scores in each experimental class that

was given treatment using the *discovery* learning model assisted by Canva media. with a control class using a conventional model. Data from *the pretest* and *posttest* of the experimental and control classes can be presented in the following graph:



***Pretest* and *Posttest* Graphs for Experimental and Control Classes**

2. *The Discovery* Learning Model Assisted by Canva Media Influences Science Learning Outcomes of Class V Students at MIN 1 Makassar City .

The research results in the form of *pretest and* posttest values *were* analyzed using hypothesis testing with the help of *SPSS 2.9.00 for Windows* . The hypothesis test in this study uses *an independent samples t-test* . The hypothesis test is carried out with the condition that if *the sig.* (*2-tailed*) value > α (0.05) then H $_0$ is accepted and if the *sig.* (*2-tailed*) value ≤ α (0.05) then H $_1$ is rejected. accepted .

Table 9 Results of Hypothesis 2 *Independent Sample t-test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	2,366	.1 31	11.1 17	49	.00 2	.6 1 00 7	.05 453	.51 527	.74 562
	Equal variances not assumed			11.2 63	33. 524	.00 2	. 61 00 7	.05 679	.51 643	.74 663

SPSS 2 Output Data Results *9 ,0*

The results of the t-test analysis show that the significance value (Sig = 0.00 2) is smaller than the specified alpha value, namely 0.05 (0.00 2 < 0.05). Based on the results obtained, it can be concluded that H0 is rejected and H1 is accepted, which states that the *discovery* learning model assisted by Canva media has an effect on the science learning outcomes of Class V students at MIN 1 Makassar City.

3. *Discovery* Learning Model Assisted by Canva Media Influences the Activities and Science Learning Outcomes of Class V Students at MIN 1 Makassar City

Table 10 Hypothesis Test 3 Multivariate Test

Multivariate Tests [a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.9 6 9	28883.15 2 [b]	2,000	5 0 .000	.000
	Wilks' Lambda	. 001	28883.15 2 [b]	2,000	5 0 .000	.000
	Hotelling's Trace	1050.297	28883.15 2 [b]	2,000	5 0 .000	.000
	Roy's Largest Root	1050.297	28883.15 2 [b]	2,000	5 0 .000	.000
Model	Pillai's Trace	.040	29821.15 7 [b]	2,000	5 0 .000	.0 00
	Wilks' Lambda	.960	298211.15 7 [b]	2,000	5 0 .000	.0 00
	Hotelling's Trace	122.24 4	298211.15 7 [b]	2,000	5 0 .000	.0 00
	Roy's Largest Root	122.24 4	298211.15 7 [b]	2,000	5 0 .000	.0 00

a. Design: Intercept + Model

b. Exact statistics

One-way Result Multivariate Analysis of Variance (One-way MANOVA) shows all k statistics have very significant value with p-value (Sig.) = .000. This shows that the intercept is significant influence variables dependent. The very high F value (28883.15 2) and df hypothesis = 2 and df error = 5 0 strengthen that this effect is consistent across testing. On model effect , all statistics also show significance with Sig. value = 0 .0 0 (p < 0.05). This indicates that the model has a significant influence to variables dependent. The large F value (29821.15 7) with df hypothesis = 2 and df error = 5 0 supports consistency these results. Statistics multivariate such as Pillai's Trace (.040), Wilks' Lambda (.96 9), Hotelling's Trace (122.24 4), and Roy's Largest Root (122.24 4) show contribution significant from the model to variables dependent variable in this analysis. These results indicate that both the intercept and the model have a significant influence to variables dependent based on this test. With Thus , based on the test results, it shows that there is a significant influence between learning activities and students' science learning outcomes that are implemented with the *discovery* learning model assisted by Canva media for class V students at MIN 1 Makassar City .

Discussion

The results of the study showed an increase in student activity and learning outcomes, where the activity and learning outcomes of students in the experimental class increased. This increase in student activity and learning outcomes was due to the increase in cognitive skills and processes after being given the *discovery* learning model assisted by Canva media . participant educate . Create a sense of pleasure on participant educate , because growing sense of inquiry And succeed . Cause participant educate direct activity study Alone with involving his mind And motivation Alone . Help participant educate strengthen draft himself , because get trust Work The same with others . According to Nurlina (2020) stated that in context use *discovery* as method learning that creates situation learning that involves participant educate Study in a way active And independent in find something draft or theory , understanding , and solution problem . Discovery process the need a teacher as facilitator And mentor participant educate . Through learning discovery , it is hoped student involved in investigation something relationship , and collect data. Learning model This can stimulate participant educate For more understand And interested For do activity in the learning process .

This research was conducted in class V of MIN 1 Makassar City. The subjects were students in class VA as the experimental group and students in class VC as the control group. The difference between the experimental and control groups was the teacher's delivery method. In the experimental group, the teacher delivered the material using *the discovery* learning model with the aid of Canva media. Meanwhile, in the control group, the teacher delivered the same material as usual, using a conventional model without media. The difference in the teacher's delivery method was intended to determine the effect of *the discovery* learning model with the aid of Canva media. on the activities and learning outcomes of fifth-grade students at MIN 1 Makassar City. Prior to this research activity, *a pretest was conducted* to determine the students' initial abilities before being given *treatment* .

The *pretest* did not achieve the expected results because it did not meet the set targets. As stated by Sudjana (2019), the learning outcomes obtained by students are a result of the learning process carried out by students, the higher the learning outcomes obtained by students. The learning process is a support for the learning outcomes achieved by students. At the beginning of the meeting, many obstacles faced by students in the learning process, including students were still confused in solving questions or evaluations given by the teacher. *Discovery Learning learning model* intended so that students are able to complete science learning outcome evaluation questions.

The science teaching and learning process of developing ideas or creativity to solve a problem is very important as a stage in solving problems (Ma'ruf, 2024) . The teacher's ability to use the *Guided Discovery Learning model* in elementary school mathematics learning involves the teacher's role as a facilitator and guide, creating a learning environment that encourages students to discover science concepts themselves. Teachers

need to understand the characteristics of *Discovery Learning* , such as emphasizing student activity and critical thinking, and being able to implement the steps *of Discovery Learning* effectively. (Medan, et al. 2022). Teachers ask guiding questions, provide examples, and provide guidance when students experience difficulties, without providing direct answers.

In *the posttest* , it was apparent that students' willingness to learn had increased. Students who had previously been unable to answer the researcher's questions were now competing to answer them. Students also gained confidence in expressing their opinions and were able to repeat the material they had learned, explain, and present their answers to the questions.

Creating enjoyable learning is certainly a teacher's primary responsibility. As educators, teachers must be able to choose effective learning models that enable students to learn (Sulvahrul, 2023) . The *discovery learning model* is one of the more active learning activities, as it involves a number of mental processes. Not only does it lead to more active learning, but the *discovery learning model* indirectly makes students more creative and critical in their thinking. Furthermore, this model can also make students more independent in finding conclusions or learning materials (Sunarto & Amalia, 2022) .

The results of the study indicate that *the discovery* learning model assisted by Canva media has a significant effect on the science learning activities of fifth-grade students at MIN 1 Makassar City. The *discovery* learning model assisted by Canva media has a significant effect on the science learning outcomes of fifth-grade students at MIN 1 Makassar City . significant influence between activity And results science learning participants educate class V implemented with learning model *discovery learning* assisted by Canva media at MIN 1 Makassar City.

This is supported by research from Alfina Damayanti et al. (2022) which shows that there is an influence of the *Discovery Learning learning model* assisted by audio-visual media on the science learning outcomes of grade II students at SDN Jatirahayu V. The results of this study are in line with Gede Oki Artawan (2020) who showed that the science learning outcomes of the experimental group were greater than the control group, namely 18.04>15.23. The results of the independent t-test calculation obtained t count = 2.533 and t table = 2.0 (t count > t table) at a significance level of 5%. Thus, the *Discovery Learning learning model* has an effect on science learning outcomes .

In addition, research by Ninda Cahya Ramadhanty, Enik Setiyawati (2024) showed that the *discovery* learning model assisted by the surrounding environment had a significant influence on the understanding of science concepts in grade IV students of SDN Cemengkalang in the 2023/2024 academic year. Based on the results of the research and discussion as well as supporting theories, it can be concluded that the use of the *discovery* learning model assisted by Canva media significantly influenced the activities and science learning outcomes of grade V students of MIN 1 Makassar City .

Conclusion

discovery learning model assisted by Canva media has a significant effect on the learning activities of class V students at MIN 1 Makassar City. The t-test results show that that the significance value (Sig = 0.000) is smaller than the specified alpha value, namely 0.05 (0.000 < 0.05). Based on the results obtained, it can be concluded that H0 is rejected and H1 is accepted . The *discovery* learning model assisted by Canva media has a significant effect on the science learning outcomes of fifth grade students at MIN 1 Makassar City. The t-test results show that that the significance value (Sig = 0.00 2) is smaller than the specified alpha value, namely 0.05 (0.00 2 < 0.05). Based on the results obtained, it can be concluded that H0 is rejected and H1 is accepted . The *discovery* learning model assisted by Canva media has a significant effect on the activities and science learning outcomes of Class V students at MIN 1 Makassar City . One-way results Multivariate Analysis of Variance (One-way MANOVA) shows all k statistics have very significant value with p-value (Sig.) = .000. This shows that the intercept is significant influence variables dependent. The very high F value (28883.15 2) and df hypothesis = 2 and df error = 5 0 strengthen that this effect is consistent across testing. On model effect , all statistics also show significance with Sig. value = 0 .0 0 (p < 0.05). This indicates that the model has a significant influence to variables dependent .

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