



Improving IPAS Learning Outcomes through Discovery Learning Assisted by Interactive PowerPoint in Elementary School

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ABSTRACT (10 PT)

This study aimed to improve IPAS learning outcomes through the implementation of the Discovery Learning model assisted by interactive PowerPoint in Grade IIIB of Bangetayu Wetan 02 Elementary School. The study was motivated by low student learning outcomes in IPAS, particularly on the topic of Family and Community Traditions. This Classroom Action Research employed the Kemmis and McTaggart model and was conducted in two cycles, each consisting of two meetings. The participants were 29 Grade IIIB students. Data were collected through observation, learning outcome tests, and documentation and analyzed descriptively using quantitative and qualitative approaches. The success criterion was set at least 75% of students achieving the minimum mastery criterion (KKM) score of 75. The results showed an improvement in learning outcomes following the implementation of Discovery Learning assisted by interactive PowerPoint. The average score increased from 68.28 in the pre-action stage to 72.07 in Cycle I and 88.28 in Cycle II. The percentage of students achieving mastery increased from 31.03% in the pre-action stage to 62.07% in Cycle I and 86.21% in Cycle II, exceeding the predetermined success criterion. These findings indicate that the implementation of Discovery Learning assisted by interactive PowerPoint was followed by improved IPAS learning outcomes in the research context and may support more active and meaningful learning in elementary schools.

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INTRODUCTION

Science and Social Studies (IPAS) is an important subject in elementary education because it helps students understand the relationships among scientific knowledge, social life, and their surrounding environment. Through IPAS learning, students are expected not only to acquire conceptual knowledge but also to develop the ability to observe, investigate, communicate, and relate learning materials to real-life experiences. Therefore, the learning process needs to provide meaningful experiences that encourage students to be actively involved in constructing their understanding (Rahmayanti et al., 2024).

However, students' learning outcomes in IPAS are not always optimal. This condition was also found in Grade IIIB of Bangetayu Wetan 02 Elementary School. Based on the results of daily tests, IPAS had the lowest average score compared with other subjects, with an average score of 68.7. The average scores in other subjects were 82.1 for Pancasila Education, 80.2 for Indonesian Language, 77.6 for Mathematics, 78.8 for Arts and Culture (SBdP), and 76.4 for Javanese Language. These results indicate that students' learning outcomes in IPAS still needed improvement. Previous research has also identified various problems in science learning at the elementary school level, indicating the need for learning approaches that can better support students' understanding and learning achievement (Hidayah et al., 2023).

Table 1. Average Scores of Students' Daily Tests in Grade IIIB

No.	Subject	Average Score
1	Pancasila Education	82.1
2	Indonesian Language	80.2
3	Mathematics	77.6
4	Science and Social Studies	68.7
5	Arts and Culture	78.8
6	Javanese Language	76.4

The low learning outcomes indicated the need for improvement in the learning process. Based on preliminary observations, the learning process in Grade IIIB still relied considerably on teacher explanations and conventional learning activities. Students had limited opportunities to actively explore information, discuss findings, and construct their understanding through direct learning experiences. In addition, the use of interactive and visually engaging learning media was still limited. These instructional conditions may have contributed to students' limited engagement and difficulty in understanding IPAS concepts, particularly materials related to Family and Community Traditions. Therefore, an active and contextual learning strategy supported by appropriate interactive media was needed to provide students with opportunities to observe, investigate, discuss, process information, and communicate their understanding. Learning media can also support the learning process by presenting materials in a more accessible and engaging way (Anggita et al., 2024).

One learning model that can encourage students to actively construct their understanding is Discovery Learning. This model provides opportunities for students to observe, identify problems, collect information, process data, verify findings, and draw conclusions. Through these stages, students are encouraged to participate actively in the learning process and construct their understanding based on the information they discover.

The implementation of Discovery Learning can be supported by interactive PowerPoint as a learning medium. Interactive PowerPoint can present learning materials through text, images, videos, and interactive activities, making learning materials more concrete and engaging for elementary school students. Previous research has also highlighted the role of interactive technology and multimedia in supporting elementary science learning by providing learning experiences that encourage students to actively engage with information and develop their understanding (Sari et al., 2025). In learning about Family and Community Traditions, visual and audiovisual media can help students understand various traditions and cultural

heritage through examples that are closer to their daily lives. Interactive PowerPoint can also support the stages of Discovery Learning by providing stimuli, questions, visual information, and learning activities that encourage students to observe, process information, verify findings, and draw conclusions. The use of interactive multimedia has also been associated with more engaging learning experiences and increased student involvement during the learning process.

Previous studies have demonstrated the potential of Discovery Learning to improve learning outcomes in elementary IPAS learning. Ramadhanty et al., (2024) reported that the implementation of Discovery Learning improved IPAS learning outcomes among elementary school students, with learning mastery increasing from 74.19% in Cycle I to 87.09% in Cycle II. Agam et al., (2024) also found that Discovery Learning improved both student engagement and learning outcomes in IPAS, encouraging students to observe, discuss, express opinions, and draw conclusions based on their findings. In addition, Tresnaswati et al., (2025) reported a positive effect of Discovery Learning on IPAS learning outcomes in elementary schools. Ferryka et al., (2024) also reported improvements in elementary school students' learning outcomes through the implementation of Discovery Learning. These findings indicate that Discovery Learning can provide opportunities for students to actively engage in observing, discussing, processing information, expressing ideas, and constructing conclusions.

The use of interactive PowerPoint has also been explored in elementary IPAS learning. Previous research has shown that active learning supported by appropriate learning media can facilitate students' engagement and understanding. Jupriyanto et al. (2024) demonstrated that the use of instructional media in elementary learning could increase students' learning motivation. This finding supports the importance of using appropriate and engaging learning media to encourage students' active participation in the learning process. This finding supports the importance of combining student-centered learning activities with appropriate instructional media. Previous research has also shown that the use of interactive digital media can support elementary school students' learning achievement. Daulay and Harahap (2024), for example, reported that the use of Wordwall-based learning media was associated with improved elementary school students' learning outcomes. This finding suggests that interactive digital media can support more engaging learning experiences and facilitate students' understanding of learning materials. Cahyani et al., (2026) examined the use of interactive PowerPoint within a Problem-Based Learning approach in IPAS, while Arsna et al., (2024) investigated interactive PowerPoint-based learning media for presenting IPAS materials in a more engaging and interactive manner. Urbach et al., (2024) also developed interactive multimedia based on Microsoft PowerPoint for IPAS learning in Grade V. These studies suggest that interactive PowerPoint has potential to support student engagement and the presentation of IPAS learning materials.

Although previous studies have examined Discovery Learning and interactive PowerPoint in elementary education, limited attention has been given to the integration of these two components specifically for IPAS learning on Family and Community Traditions in lower elementary grades, particularly within a Classroom Action Research setting. The present study therefore addresses this gap by implementing Discovery Learning assisted by interactive PowerPoint to improve IPAS learning outcomes while responding to the identified classroom conditions. The study specifically addresses IPAS learning on the topic of Family and

Community Traditions, which includes traditions and cultural heritage that require concrete examples and visual representations to support students' understanding.

The combination of Discovery Learning and interactive PowerPoint is expected to create a more active, engaging, and meaningful learning process. Students are given opportunities to observe learning materials, identify problems, collect and process information, discuss with their peers, verify their findings, and communicate their understanding. Therefore, this approach is expected to improve students' understanding and learning outcomes in IPAS.

Based on these conditions, this study aimed to improve IPAS learning outcomes through the implementation of the Discovery Learning model assisted by interactive PowerPoint in Grade IIIB of Bangetayu Wetan 02 Elementary School, particularly on the topic of Family and Community Traditions.

METHOD

This study employed Classroom Action Research (CAR) to improve students' learning outcomes in IPAS through the implementation of the Discovery Learning model assisted by interactive PowerPoint. The research was conducted in Grade IIIB of Bangetayu Wetan 02 Elementary School. The participants were 29 students consisting of male and female students. The research focused on the topic of Family and Community Traditions.

Classroom Action Research was considered appropriate for this study because it enables the researcher to identify classroom learning problems, implement instructional improvements, observe their effects, and reflect on the results to determine further actions. This approach was relevant to the identified problem of low IPAS learning outcomes because the learning intervention could be implemented and evaluated directly in the classroom. The Classroom Action Research followed the Kemmis and McTaggart model (Kemmis & McTaggart, 1988) and was conducted in two cycles, with each cycle consisting of two meetings. The model was selected because its cyclical process of planning, action, observation, and reflection allows the learning intervention to be evaluated and improved based on the findings from each cycle.

Each cycle followed four stages: planning, action, observation, and reflection. The planning stage involved preparing the teaching modules, learning materials, LKPD, interactive PowerPoint media, observation sheets for teacher and student activities, and learning outcome tests. The action stage consisted of implementing the Discovery Learning model through six stages: Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization. Observation was conducted during the learning process to examine teacher and student activities and the implementation of the learning actions. The observation instruments assessed student participation, attention to learning activities, participation in discussions, ability to complete learning tasks, and involvement in presenting findings. Teacher activity observations focused on the implementation of the planned learning activities and the Discovery Learning stages. Reflection was carried out at the end of each cycle to identify strengths and weaknesses in the learning process and determine improvements for the subsequent cycle.

Data were collected through observation, learning outcome tests, and documentation. Observation sheets were used to record teacher and student activities during the learning process. Learning outcome tests were administered to measure students' cognitive achievement

after the implementation of the learning actions. The tests consisted of questions related to the learning objectives and the topic of Family and Community Traditions. Documentation was used to support the research data, including photographs of learning activities and other relevant research records.

The data were analyzed using quantitative and qualitative descriptive analysis. Quantitative data were obtained from students' learning outcome scores and analyzed by calculating the average score and the percentage of students who achieved the minimum mastery criterion (KKM). Qualitative data were obtained from observations of teacher and student activities during the learning process and analyzed descriptively to identify the implementation of the learning actions and changes occurring throughout the research cycles. The success of the action was determined based on the achievement of the predetermined learning mastery criterion, namely, at least 75% of students achieving a minimum score of 75. The KKM of 75 was based on the learning criterion applied to the IPAS subject in the research setting.

RESULTS

The results of the Classroom Action Research showed an improvement in students' learning outcomes in IPAS following the implementation of the Discovery Learning model assisted by interactive PowerPoint. The research was conducted in two cycles, with each cycle consisting of two meetings. Learning outcomes were measured through individual tests administered at the end of each cycle. In addition to learning outcome tests, observations were conducted to examine teacher and student activities during the learning process. The comparison of students' learning outcomes from the pre-action stage to Cycle I and Cycle II is presented in Table 2.

Table 2. Comparison of Students' Learning Outcomes from Pre-Action to Cycle II

Learning Outcome Indicator	Pre-Action	Cycle I	Cycle II
Number of Students	29	29	29
Total Score	1.980	2.090	2.560
Average Score	68.28	72.07	88.28
Highest Score	90	90	100
Lowest Score	40	40	60
Students Achieving Mastery	9	18	25
Students Not Achieving Mastery	20	11	4
Mastery Percentage	31.03%	62.07%	86.21%
Non-Mastery Percentage	68.97%	37.93%	13.79%

The results presented in Table 2 indicate that students' learning outcomes improved progressively from the pre-action stage to Cycle II. Before the implementation of the action, the average score was 68.28, with 9 out of 29 students (31.03%) achieving the minimum mastery criterion of 75. Meanwhile, 20 students (68.97%) had not achieved the criterion. These results indicated that students' learning outcomes in IPAS were still below the predetermined criterion of classical mastery.

After the implementation of the Discovery Learning model assisted by interactive PowerPoint in Cycle I, the average score increased to 72.07. The number of students achieving mastery also increased from 9 students in the pre-action stage to 18 students, representing 62.07% of the total students. However, the percentage of students achieving mastery had not yet reached the predetermined success criterion of at least 75%. Therefore, the action was continued to Cycle II with improvements based on the reflection of Cycle I.

In Cycle II, students' learning outcomes showed a more substantial improvement. The average score increased to 88.28, with the highest score of 100 and the lowest score of 60. A total of 25 students (86.21%) achieved the minimum mastery criterion, while 4 students (13.79%) had not yet achieved mastery. The mastery percentage in Cycle II exceeded the predetermined success criterion of 75%. Therefore, the Classroom Action Research was concluded at Cycle II.

Overall, the comparison of students' learning outcomes demonstrates an increase across the research stages. The average score increased by 3.79 points from the pre-action stage to Cycle I and by 16.21 points from Cycle I to Cycle II. The percentage of students achieving mastery also increased from 31.03% in the pre-action stage to 62.07% in Cycle I and reached 86.21% in Cycle II.

In addition to learning outcomes, observations were conducted to examine teacher and student activities during the implementation of the learning actions. The observation results are presented in Table 3.

Table 3. Results of Teacher and Student Activity Observations

Activity	Cycle	Meeting 1	Meeting 2
Teacher Activity	Cycle I	90%	95%
	Cycle II	95%	100%
Student Activity	Cycle I	85%	90%
	Cycle II	95%	100%

The observation results presented in Table 3 show that both teacher and student activities increased throughout the research cycles. Teacher activity increased from 90% in the first meeting to 95% in the second meeting of Cycle I and subsequently increased from 95% to 100% in Cycle II. Similarly, student activity increased from 85% to 90% in Cycle I and from 95% to 100% in Cycle II.

The improvement in teacher activity indicates that the implementation of the learning process became increasingly consistent with the planned instructional activities. Meanwhile, the increase in student activity indicates that students became more actively involved in the learning process. Students participated in observing learning materials, discussing information, completing learning activities, responding to questions, and communicating their findings.

The improvement in teacher and student activities was supported by the reflection conducted after Cycle I. Several aspects of the learning process were improved in Cycle II, particularly classroom management, questioning strategies, student guidance, and opportunities for active participation. These improvements resulted in a more organized learning process and increased student involvement during the second cycle.

The improvement in learning activities was accompanied by an increase in students' learning outcomes. Student mastery increased from 31.03% in the pre-action stage to 62.07% in Cycle I and 86.21% in Cycle II. The simultaneous improvement in classroom activities and learning outcomes indicates that the learning process became increasingly active and organized throughout the research cycles.

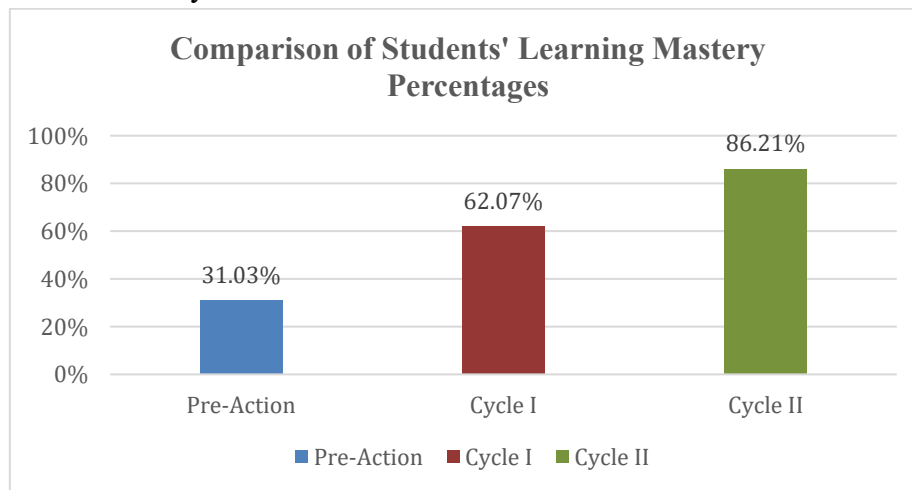


Figure 1. Comparison of Students' Learning Mastery Percentages

The comparison of students' mastery percentages is presented visually in Figure 1. The figure shows an upward trend in learning mastery from the pre-action stage to Cycle I and Cycle II. The mastery percentage increased from 31.03% in the pre-action stage to 62.07% in Cycle I and reached 86.21% in Cycle II. The achievement in Cycle II exceeded the predetermined success criterion of at least 75% of students achieving a minimum score of 75.

DISCUSSION

The findings of this study indicate that the implementation of the Discovery Learning model assisted by interactive PowerPoint was followed by an improvement in students' learning outcomes in IPAS on the topic of Family and Community Traditions. The average score increased from 68.28 in the pre-action stage to 72.07 in Cycle I and 88.28 in Cycle II. The percentage of students achieving the minimum mastery criterion also increased from 31.03% in the pre-action stage to 62.07% in Cycle I and 86.21% in Cycle II. The findings indicate that the learning actions implemented in the classroom were followed by an improvement in student achievement, with the predetermined classical mastery criterion of 75% being exceeded in Cycle II.

The improvement in learning outcomes can be understood in relation to the characteristics of Discovery Learning, which involve students in actively constructing their understanding through a process of discovery. In this study, students participated in the stages of Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization. Rather than receiving information primarily through teacher explanations, students were encouraged to observe learning materials, identify problems, collect and process information, discuss findings, verify their understanding, and draw conclusions. These activities may have contributed to improved learning outcomes because students were required to actively process and organize information. The sequence of activities also provided

opportunities for students to connect new information with examples of traditions and cultural heritage encountered in their surroundings.

At the Stimulation stage, students were presented with learning stimuli through images, videos, and questions. These stimuli helped attract students' attention and activate their prior knowledge about Family and Community Traditions. At the Problem Statement stage, students were encouraged to identify questions or problems related to the learning materials. This process helped students understand what they needed to investigate and provided direction for the subsequent learning activities. Thus, the initial stages of Discovery Learning may have helped students focus their attention, activate prior knowledge, and establish a clear purpose for learning.

During Data Collection and Data Processing, students gathered information, discussed it with their peers, and organized the information they obtained. These activities required students to compare information, identify relevant details, and communicate their ideas. Such processes may have strengthened students' understanding because they actively interpreted and organized information rather than simply memorizing concepts presented by the teacher. Peer discussion also provided opportunities for students to encounter different perspectives and clarify their understanding through interaction. At the Verification stage, students examined their findings and compared them with the available information. This process enabled students to identify possible misunderstandings and confirm the accuracy of their findings. Finally, at the Generalization stage, students drew conclusions based on the information they had processed. Constructing conclusions may have helped students integrate separate pieces of information into a more coherent understanding of the learning material.

The use of concrete and familiar examples was particularly relevant to the topic of Family and Community Traditions. During the learning process, students were introduced to examples of traditions and cultural heritage through images, videos, discussions, and learning activities. In Cycle II, students were introduced to tangible and intangible cultural heritage, including examples such as pempek, traditional houses, traditional musical instruments, the story of Malin Kundang, and Serimpi dance. These examples helped students relate the concepts presented in the lesson to cultural practices and objects that could be represented visually. Learning through concrete and visually represented examples may have made abstract or unfamiliar concepts more accessible to elementary school students. This is consistent with Marinda (2020), who discussed elementary school children's cognitive development based on Piaget's theory and emphasized the importance of learning experiences that are appropriate to children's developmental characteristics. Therefore, concrete examples and visual representations may support students in developing a more accessible understanding of learning concepts.

The findings also suggest that interactive PowerPoint supported the implementation of the Discovery Learning process. The media provided visual and audiovisual stimuli through images, videos, and interactive learning activities. During the learning process, students observed materials presented through PowerPoint and responded to questions and activities related to the content. Videos also enabled students to observe cultural traditions and intangible cultural heritage in a more concrete form. These visual and audiovisual representations may have reduced the difficulty of understanding concepts that were unfamiliar or difficult to observe directly. Therefore, interactive PowerPoint functioned not only as a medium for

presenting information but also as a source of stimulation that supported students during the discovery process. This finding is consistent with Anggita et al. (2024), who discussed the role and benefits of learning media in supporting the learning process and improving elementary school students' learning outcomes.

The combination of Discovery Learning and interactive PowerPoint also supported greater student involvement in the learning process. Students participated in group discussions, completed LKPD activities, presented their findings, responded to questions, and participated in learning activities such as quizzes and coloring tasks. These activities provided opportunities for students to process information, exchange ideas, receive feedback, and communicate their understanding. Such active participation may have supported learning outcomes by giving students more opportunities to engage directly with the learning material. This is relevant to Prabandari et al. (2023), who highlighted the importance of 4C skills in 21st-century learning, including critical thinking, creativity, collaboration, and communication. The Discovery Learning activities implemented in this study provided opportunities for students to collaborate with peers, consider information, and communicate their findings.

The observation results further support the changes in student involvement during the research cycles. Student activity increased from 85% in the first meeting of Cycle I to 90% in the second meeting, and subsequently increased to 95% and 100% in the first and second meetings of Cycle II, respectively. Teacher activity also increased from 90% and 95% in Cycle I to 95% and 100% in Cycle II. The increase in these activity percentages indicates that the learning process became increasingly organized and that students were more consistently involved in the planned learning activities. Greater student involvement may have provided more opportunities for students to observe, discuss, process, and communicate information, which in turn may have supported their understanding of the learning material.

The improvement from Cycle I to Cycle II was also supported by reflection and revision of the learning process. During Cycle I, several challenges were identified, including differences in student participation, the need to encourage students to express their opinions, classroom management during group activities, and time management. The learning process in Cycle II was subsequently improved by providing more structured guidance, using more stimulating questions, encouraging active participation, and improving the management of learning activities. These adjustments were intended to address the specific classroom conditions identified during reflection. More structured guidance may have helped students understand learning tasks more clearly, while stimulating questions encouraged students to think about the information they encountered rather than simply wait for explanations from the teacher. Improvements in classroom management and time allocation also provided greater opportunities for students to complete learning activities and participate in discussions.

The role of reflection in improving learning outcomes is also supported by Maiwinda et al. (2026), who reported improvements in elementary school students' learning outcomes through successive cycles of instructional improvement in Classroom Action Research. Their findings support the importance of systematic reflection and refinement of instructional practices across research cycles. In the present study, the reflection conducted after Cycle I provided a basis for modifying the instructional process in Cycle II. The resulting improvements in teacher and student activities occurred alongside an increase in students' learning mastery from 62.07% in Cycle I to 86.21% in Cycle II. Although the CAR design does

not include a comparison group, this pattern suggests that the instructional refinements implemented in Cycle II were accompanied by more effective classroom activities and higher student achievement in the research context.

The findings of this study are consistent with previous research on Discovery Learning in elementary education. Ramadhanty et al. (2024) reported that the implementation of Discovery Learning increased students' learning mastery from 74.19% in Cycle I to 87.09% in Cycle II and provided meaningful learning experiences while supporting students' critical and creative thinking. Similarly, Agam et al. (2024) found that Discovery Learning could improve student activity and IPAS learning outcomes by encouraging students to observe, discuss, express opinions, and draw conclusions based on their findings. Ferryka et al. (2024) also reported improvements in elementary school students' learning outcomes through the implementation of Discovery Learning. These findings are consistent with the present study, in which students were actively involved in observing materials, discussing information, processing data, verifying findings, and drawing conclusions. The similarity across these studies suggests that opportunities to actively construct understanding through observation, information processing, discussion, and conclusion drawing may be an important mechanism associated with improved learning outcomes in Discovery Learning.

The findings are also consistent with previous studies concerning the use of interactive PowerPoint and other interactive digital media in elementary education. Cahyani et al. (2026) examined the use of interactive PowerPoint in IPAS learning through a Problem-Based Learning approach, while Arsna et al. (2024) investigated PowerPoint-based interactive learning media to support the presentation of IPAS materials in a more engaging and interactive manner. Urbach et al. (2024) developed Microsoft PowerPoint-based interactive multimedia for IPAS learning. Argadinata and Maharani (2025) demonstrated the potential of digital learning media by developing an e-module based on ethnomathematics comics with the ICARE model to improve students' mathematical representation skills. This finding further supports the use of interactive and contextual digital media to facilitate students' understanding and engagement with learning materials. In addition, Daulay and Harahap (2024) reported that the use of interactive Wordwall media was associated with improved learning achievement among elementary school students. These studies suggest that interactive digital media can provide accessible and engaging representations of learning materials. The present study extends this line of research by integrating interactive PowerPoint with Discovery Learning in a Classroom Action Research context, particularly for learning about Family and Community Traditions in Grade IIIB.

The contribution of interactive PowerPoint in the present study can be understood through its relationship with the stages of Discovery Learning. The media provided visual and audiovisual stimuli during Stimulation, supported students in identifying and examining information during Data Collection and Data Processing, and provided representations that could be used during Verification and Generalization. Therefore, the role of PowerPoint was not limited to making the presentation of learning materials more attractive. Its visual and interactive features provided information in forms that were more accessible to elementary school students and supported the discovery activities conducted during the learning process. This combination was particularly relevant to Family and Community Traditions because many

cultural practices, objects, and forms of heritage can be represented more clearly through images and videos than through verbal explanations alone.

Overall, the improvement in students' learning outcomes can be understood in relation to the interaction between the Discovery Learning model, interactive PowerPoint, and continuous instructional improvement across the action cycles. Discovery Learning provided a structured process that encouraged students to actively observe, investigate, process, verify, and organize information. Interactive PowerPoint provided visual and audiovisual stimuli that made learning materials more concrete and accessible. Meanwhile, the reflection stage enabled the teacher to identify classroom challenges and refine the learning actions in Cycle II. The simultaneous improvement in teacher activity, student activity, and learning mastery indicates that the learning process became increasingly organized and participatory throughout the research cycles.

Therefore, the findings suggest that the implementation of Discovery Learning assisted by interactive PowerPoint was followed by improved IPAS learning outcomes on the topic of Family and Community Traditions in Grade IIIB of Bangetayu Wetan 02 Elementary School. The improvement may be interpreted through several pedagogical mechanisms: active information processing through the Discovery Learning stages, the use of concrete visual and audiovisual representations, increased opportunities for collaboration and communication, and instructional refinement based on classroom reflection. These findings reinforce the relevance of student-centered learning supported by appropriate interactive media, particularly for elementary school topics involving traditions and cultural heritage that benefit from concrete and visually accessible representations.

CONCLUSION

The implementation of the Discovery Learning model assisted by interactive PowerPoint was followed by an improvement in students' learning outcomes in IPAS on the topic of Family and Community Traditions in Grade IIIB of Bangetayu Wetan 02 Elementary School. The average learning outcome score increased from 68.28 in the pre-action stage to 72.07 in Cycle I and 88.28 in Cycle II. The percentage of students achieving the minimum mastery criterion also increased from 31.03% in the pre-action stage to 62.07% in Cycle I and 86.21% in Cycle II. The achievement in Cycle II exceeded the predetermined success criterion of at least 75% of students achieving a minimum score of 75.

The findings suggest that the combination of Discovery Learning and interactive PowerPoint supported more active and meaningful learning experiences. The Discovery Learning stages provided students with opportunities to observe, explore, process information, discuss, verify findings, and draw conclusions, while visual and audiovisual learning materials helped make concepts related to traditions and cultural heritage more concrete and accessible. Furthermore, reflection and instructional improvements from Cycle I to Cycle II supported better classroom implementation, as reflected in the increased levels of teacher and student activity. Therefore, Discovery Learning assisted by interactive PowerPoint may serve as an alternative instructional approach for supporting the improvement of IPAS learning outcomes on the topic of Family and Community Traditions in the elementary school context.

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