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Show and Tell Learning Method Based on the Discovery Learning Model: Creativity and Learning Outcomes at Primary School

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ABSTRACT

Conventional and boring learning paradigms typically lead to low creativity and learning outcomes in Pancasila and Citizenship Education. Researchers at Primary School 126 Inpres Kariango, Maros Regency, found a new way to attract kids interested in civics. This study examines how the Discovery Learning-based Show and Tell learning technique influences fifth-grade students' creativity and learning at Primary School 126 Inpres Kariango. This research is an experimental quantitative study. The study included 30 fifth graders. Pretests and posttests measured learning outcomes, and observation sheets measured student inventiveness. To assess intervention efficacy, descriptive and inferential statistics were used, including normality, homogeneity, and t-tests. The findings found considerable improvements in all areas: (1) Teacher instruction improved from "Very Poor" (35%) to "Good" (70%). (2) Student participation skyrocketed to "Very Good" (90%) at the final meeting. (3) Students' creativity scores increased from 49.00 (less creative) to 83.67 (creative/very creative). (4) Average student learning outcomes rose from 52.57 to 82.47, with 93.4% reaching moderate to very high. The hypothesis test shows that this strategy boosts creativity and learning. In conclusion, the Discovery Learning-based Show and Tell method enhances student learning in the PPKn subject, fosters creativity, and enhances interaction. This study helps teachers apply student-centered learning practices. This study strengthens our knowledge of how communicative strategies and discovery models improve primary school critical and creative thinking.

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1. INTRODUCTION

Basic education is a crucial foundation for human resource development in the 21st century. Students are now required to master not only basic literacy and numeracy but also higher-level skills such as critical thinking, collaboration, and creativity (Almazroa & Alotaibi, 2023; González-Pérez & Ramírez-Montoya, 2022). The challenge in

elementary school education today is how to create a learning environment that stimulates children's natural curiosity while providing measurable cognitive learning outcomes (Post & van der Molen, 2018; Nurdiansyah, 2023). However, the reality on the ground shows that the learning process is often one-way (teacher-centered), with students acting more as passive recipients of information (Dahlan et al., 2025; Sanjiartha et al., 2025). This situation results in low levels of creativity and suboptimal learning outcomes.

Creativity is not merely artistic ability but also the ability to solve problems in new and unique ways (Henriksen et al., 2017; Muzaini et al., 2021). At the elementary school level, creativity is a driving force for learning motivation (Bhakti & Astuti, 2018). When students feel they have space to express themselves, they tend to be more engaged with the material. Unfortunately, traditional curricula often "shackle" this creativity with rigid standards. Therefore, a learning model is needed that can bridge the gap between the formal curriculum and students' needs for self-expression. One model considered capable of bridging this gap is the Discovery Learning Model.

The Discovery Learning (DL) model has long been recognized as an effective constructivist approach (Ainiyah, 2024; Mokoginta et al., 2025; Satriani et al., 2022). In this model, teachers act as facilitators, guiding students to independently discover principles or concepts through experimentation and observation (Ananda & Atmojo, 2022; Maghfiroh et al., 2023; Ranggoli et al., 2025). Although Discovery Learning is powerful in building cognitive structures, at the elementary school level, this model is sometimes difficult to implement without engaging communication methods. Elementary school students need tangible media to demonstrate what they have discovered. This is where the urgency of combining the DL model with more communicative methods lies. One method considered capable of bridging this gap is the Show and Tell Method.

The show-and-tell method is a technique in which students show an object to an audience (classmates) and then tell a story about it (Afifah et al., 2023; Apriyanto & Syakur, 2022; Rahayu, 2023). This method is highly effective for developing public speaking skills, self-confidence, and the courage to express opinions (Oktaviani et al., 2024). While Discovery Learning focuses on the process of "discovering," Show and Tell focuses on the process of "communicating findings." The integration of the two creates a complete learning cycle: from independent discovery to creative presentation.

Observations in various elementary schools indicate that many teachers are trapped in the lecture method, considered the most efficient way to achieve curriculum targets (Abduhrohman et al., 2022). As a result, students become bored, and their creative potential is suppressed. Learning outcomes often only reach the lower cognitive levels (C1-C2). Meaningful learning should, however, lead students to the creative stage (C6). These low learning outcomes are often correlated with students' lack of emotional and motor involvement in the learning process (Ramos-Campo & Clemente-Suárez, 2024).

A preliminary study by the author at primary school 126 Inpres Kariango shows that the Pancasila and Citizenship Education subject material has not been optimally mastered, indicated by students' learning outcomes and students' skills in expressing

opinions or expressing their feelings becoming less confident. If this happens continuously, students' interest in learning will be lower and will certainly affect students' learning outcomes. The researchers found that the most appropriate learning method to use, based on the problems identified from their observations at school, is the show-and-tell method. In this case, teachers can use media or aids in Pancasila and Citizenship Education learning; for example, picture/photo media or objects that students will then actively describe based on their experience or understanding of the media used and its relationship to the civics material being studied.

This study has several novel aspects that distinguish it from previous research on learning models in elementary schools. (1) Most previous studies position Discovery Learning and Show and Tell as separate entities. The innovation in this article lies in the structural integration, where each stage of Discovery Learning (DL) (such as data collection and verification) is realized through Show and Tell activities. Thus, Show and Tell is not merely a side activity, but rather the main instrument in the discovery verification stage. (2) Many studies focus on only one variable, for example, the effect of DL on learning outcomes alone, or the effect of Show and Tell on speaking skills alone. This article offers a comprehensive analysis of how this integration affects two spectrums simultaneously: the psychological-creative aspect (creativity) and the cognitive-academic aspect (learning outcomes).

Theoretical Discussion and Argumentation

There is a relationship between discovery learning and creativity. According to Bruner, the essence of learning is how a person organizes what they already know (Ozdem-Yilmaz & Bilican, 2025). In the context of creativity, discovery learning provides students the freedom to experiment and make mistakes. Creativity thrives in an environment that allows for mistakes as part of the learning process (Valquaresma, 2024). Presenting elementary school students with open-ended problems prompts their brains to explore various alternative solutions (Sevinc et al., 2025). This is the seed of divergent creativity.

Show and Tell serves as a catalyst for achieving learning outcomes (Dewi & Subrata, 2021). Learning outcomes are not just about numbers on paper but also about information retention. Psychologically, a person will remember 90% of what they are taught or convey to others. By engaging in Show and Tell, students are actively and enjoyably practicing the material (retrieval practice) (Kilo et al., 2025; Maftuhah & Ariyati, 2022). This significantly improves their long-term memory, ultimately impacting their learning outcomes.

The integration of the Show and Tell method based on the Discovery Learning model is a response to the needs of modern education, which demands a balance between cognitive intelligence and soft skills. By implementing this approach, learning in elementary school is no longer a burden of memorization but rather an intellectual adventure that challenges creativity. The novelty offered through this synchronization is expected to serve as a new reference for education practitioners in designing more

dynamic and student-centered teaching modules, thereby achieving the vision of producing a creative and high-achieving generation.

2. METHOD

This study used a quantitative approach with a quasi-experimental design. The design employed was a One-Group Pretest-Posttest Design. In this design, there was no control group for comparison, but rather a single group of subjects whose abilities were measured before and after treatment. This aimed to objectively compare students' creativity and learning outcomes before and after the implementation of the Discovery Learning-based Show and Tell method. The structure of this One-Group Pretest-Posttest Design is presented in Figure 1 below.

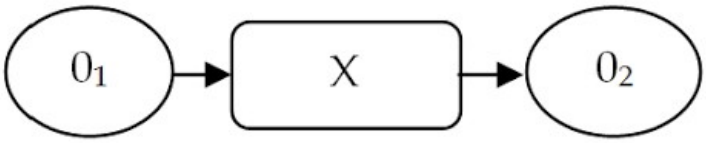

Figure 1. One-Group Pretest-Posttest Design

Description:

O_1: Initial test score (Pre-test) before treatment.

X: Treatment using the Show and Tell method based on Discovery Learning.

O_2: Final test score (Post-test) after treatment.

The population in this study was 403 students at Primary School 126 Inpres Kariango. Given the nature of experimental research, which requires intense classroom interaction, sampling was conducted. The sample consisted of all 33 fifth-grade students at Primary School 126 Inpres Kariango. The sampling technique used was non-probability sampling with a saturated (census) sampling method. All members of the population at a specific class level (Grade V) were sampled because the number allowed for in-depth research to represent the characteristics of the cognitive development and creativity of upper elementary school students.

Data were collected through two main instruments that had been tested for validity and reliability: (1) Learning Outcome Test: An objective question instrument designed based on the curriculum's core competencies to measure cognitive aspects. (2) Creativity Observation Sheet: Using a Likert scale to measure four main indicators of creativity: Fluency (fluency in generating ideas), Flexibility (flexibility in thinking), Originality (originality of ideas), and Elaboration (ability to develop ideas).

The research was conducted in three stages: (1) Pre-test: Students were given a learning outcome test, and their initial creativity was observed under conventional learning conditions. (2) Treatment: Application of Discovery Learning syntax (providing stimulation, identifying problems, collecting data, processing data, proving, and drawing conclusions) combined with Show and Tell sessions at the proof/verification stage. (3) Post-test: Students are given a final test and creativity observation to see changes after the intervention.

Data is processed using descriptive and inferential statistics with the help of SPSS software, namely (1) Descriptive Analysis: Finding the average (mean), median, minimum, and maximum values. (2) Prerequisite Test: Includes data normality tests as a requirement for using parametric statistics. (3) Hypothesis Test: Using a Paired Sample T-Test to test whether there is a significant difference between pre-test and post-test scores.

3. RESULTS AND DISCUSSION

Results

Learning Process Using the Show and Tell Learning Method Based on the Discovery Learning Learning Model for Students

Before using the learning approach, the teacher gave a pretest to introduce the material and assess students' ability. Results showed that most pupils struggled with the questions. During implementation of the learning technique, pupils completed assignments and demonstrated excitement for learning. During the posttest, students seemed more relaxed, indicating that they had a better understanding of unity in the learning material, improved their creative thinking skills, and achieved better learning outcomes than with the previous learning method. Figure 2 demonstrates the pretest implementation procedure before applying discovery-based show-and-tell learning.

Figure 2. Pretest Implementation Process

Students took the pretest in the first session to introduce the content and assess their knowledge, conceptual understanding, and creative thinking. Most students struggled with the questions. Even when time ran out, numerous pupils hadn't finished the pretest. After the researchers tallied the scores, the average student score was below the completion criterion, showing that the prior learning technique did not improve student knowledge, creativity, or learning outcomes. The second class used a short video and visuals of Indonesian unity to teach. This encouraged students to find initial issues in the learning content and then analyze and communicate them in language they understood, improving their creativity and mastery. The short film showed Indonesia's diversity, which unites the nation. Through this brief video, students were encouraged to observe and write about what drew their attention. After observing, the teacher gave pupils the material to role-play in a show-and-tell session.

The third session allowed students to perform a "show" and deliver a "tell" about the content they had learned. Problems with the presentation could be solved by asking questions about new discoveries and having the teacher explain. This helped students find as many relevant issues as possible. The teacher improved class presentation and

management, helping students solve challenges and fostering pleasant student interactions. Students presented four to five times in the fourth session. In this lesson, the teacher used the discovery learning model's show-and-tell method well. Students' grasp of the topic and learning methods increased their motivation in studying, creating a positive and participatory environment.

Students enthusiastically participated in practical learning approaches in the fifth session, boosting their creativity and learning outcomes. The teacher handled learning approaches well and made the content more interactive. Students could freely share their intuition and understanding with better feedback. Students were allowed to derive conclusions (generalizations) from the learning process at the end of the session to apply to comparable challenges. The teacher also praised active learners. In the sixth meeting, students who had not yet completed the show-and-tell presentation continued while still allowing listening students to ask the resource person questions for data collecting. Students completed assignments and showed excitement for learning. The teacher also mastered the learning approach, assuring great improvement at each stage.

In the seventh meeting, all students presented and formed conclusions using show-and-tell learning material. The teacher explained the discovery learning model-based show-and-tell method in detail and met learning objectives. Student development improved across assessments.

A posttest was provided at the VIII meeting to assess students' learning after treatment. Using questions, the teacher assessed the learning method's impact. When giving the posttest, students seemed more relaxed, indicating that they had a better understanding of unity in the learning material, were more interactive, and had better creative thinking skills and learning outcomes than with the previous learning method.

Results of Teacher Activity Observations

The results of observations of teacher activities in learning when implementing the show and tell learning method based on the discovery learning model have a positive impact, as evidenced by the effectiveness of learning and an increase in students' enthusiasm for learning.

Figure 3. Observation of Teacher Activities

Research on teacher activities using the discovery learning model's show and tell method showed considerable improvements in each meeting. The observations assessed teacher efficacy in guiding the learning process and measured how much the applied learning model boosted student involvement, understanding, and learning outcomes. Table 1 shows this.

Table 3. Observation Results of Teacher Activities

Meeting	Maximum Score/Achievement Score	Percentage	Qualification
I	Pretest		
II	5/15	35%	Very Poor
III	6/15	40%	Poor
IV	8/15	55%	Fairly Good
V	10/15	70%	Good

The findings in Table 1 indicate that the adoption of this pedagogical approach enhances educators' instructional abilities while simultaneously fostering greater student comprehension and active participation in the learning process. Consequently, this strategy is strongly endorsed for ongoing application and enhancement in education to attain superior outcomes.

Results of Observation of Student Activities

Observation of student activities aims to measure the effectiveness of the learning methods applied and to find out how students participate and their understanding of the material in depth.

Figure 4. Observation of Student Activities

Building upon the results of observations that researchers conducted on student activities in the show and tell learning method based on the discovery learning model, they found a significant influence on learning such as student involvement and level of understanding from meeting to meeting.

Table 2. Observation Results of Student Activities

Meeting	Maximum Score/Achievement Score	Percentage	Qualification
I		Posttest	
II	3/13	35%	Very Poor
III	4/13	40%	Poor
IV	7/13	55%	Fairly Good
V	9/13	70%	Good
VI	11/13	85%	Very Good
VII	12/13	90%	Excellent
VIII		Posttest	

This study reveals that the discovery learning model-based show and tell strategy improves learning significantly. This learning style boosts student participation, comprehension, and engagement. Students become more engaged in asking questions

and participating in class, demonstrating their understanding and curiosity. It motivates and encourages creative thinking and active learning, unlike the standard method. Thus, interactive learning strategies have been shown to improve learning outcomes; thus, teachers should adopt them, especially in PPKn.

The Influence of the Show and Tell Learning Method Based on the Discovery Learning Model on Student Creativity

Building upon the results of the research conducted, data was obtained through instruments so that it could be seen the creativity and results of PPKn learning in the form of grades from class V primary school 126 Inpres Kariango. Pretest data on PPKn learning results for Class V Students of primary school 126 Inpres Kariango.

Table 3. Statistics Pretest IBM SPSS Version 26 (Pretest)

Statistics	Scale
N	30
Mean	49.00
Standard Error of Mean	1.365
Median	45.00
Mode	45
Standard Deviation	7.474
Variance	55.862
Range	25
Minimum	40
Maximum	65
Sum	1470

Researchers properly calculated pretest scores using statistical data. Before the research treatment, 30 students' creative levels were estimated from pretest data. According to the instrument's assessment criteria, the mean creativity score was 49, which is poor. The median, mode, and mean scores were 45, 45, and 49, respectively.

Several students scored well, raising the average score, while most scored low. Overall, pretest results show that students' inventiveness was below ideal before therapy. Descriptive analysis showed that students scored 40–65 on the pretest for inventiveness. Thus, 25 points were awarded for originality. The instruments employed determine creativity levels, as shown in Table 4.

Table 4. Categories of Criteria for Assessing Students' Creativity Levels

No	Interval	Frequency	Percentage	Category
1	90 – 100	0	0%	Very Creative
2	75 – 89	0	0%	Creative
3	60 – 74	5	16,6%	Quite Creative
4	45 – 59	19	63,4%	Less Creative
5	≤ 45	6	20%	Very Less Creative
	Total	30	100%	-

According to the assessment of students' creativity levels converted into intervals on a scale of 100, 19 students (63.4%) were less creative and 6 (20%) were very less creative in the pretest stage. Five students (16.6%) with interval scores of 60-74 were

creative, indicating that some students had better creative thinking talents than others. This condition shows that kids' initial creativity is low to intermediate, with a wide range of talents.

Additionally, the post-rest data regarding the creativity of fifth-grade children at Primary School 126 Inpres Kariango, in relation to the implementation of the show and tell learning approach based on the discovery learning model, is presented in the following Table 5.

Table 5. IBM SPSS Version 26 Pretest Statistics (Posttest)

Statistics	Scale
N	30
Mean	83.67
Standard Error of Mean	1.809
Median	85.00
Mode	85
Standard Deviation	9.908
Variance	98.161
Range	30
Minimum	65
Maximum	95
Sum	2510

The statistical data distribution for student creativity posttest results shows an increase after learning. The mean score was 83.67, higher than the pretest. Students' creative ratings were balanced and stable, with a median of 85.00 and a mode of 85. Because some students scored lower than normal, the mean score (85>83.67) was lower. The standard deviation was 9.908, showing that most students scored close to the average, and creative levels were not notable. The data distribution analysis yielded 30 scores from 65 to 95. Students' creativity varied while receiving the same treatment.

Table 6. Categories of Criteria for Assessment of Students' Creativity Level

No	Interval	Frequency	Percentage	Category
1	90 – 100	12	40%	Very Creative
2	75 – 89	12	40%	Creative
3	60 – 74	6	20%	Quite Creative
4	45 – 59	0	0%	Less Creative
5	≤ 45	0	0%	Very Less Creative
	Total	30	100%	-

The conversion of posttest scores into a 100-point interval scale reveals that students' understanding distribution has improved. No students are less or substantially less creative, hence all can be considered creative on a 60-100 scale. 6 students (20%) are creative with a value interval of 60-74, indicating that they may enhance their thinking and originality, while 12 students (20%) are creative with 75-89 and highly creative with 90-100.

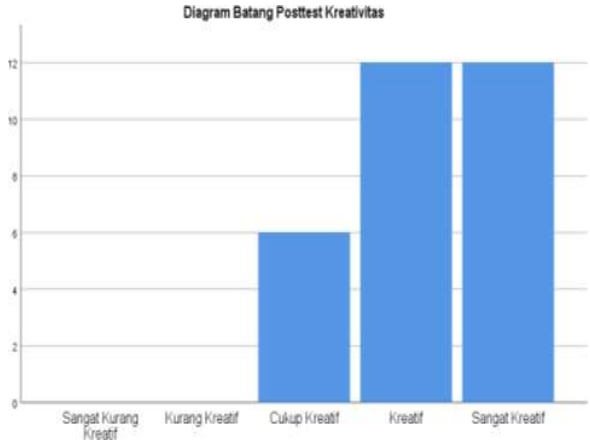

Figure 5. Posttest Creativity Bar Chart

The results of the creativity posttest indicate that the fifth-grade children of Primary School 126 Inpres Kariango exhibit a high and reasonably uniform level of creativity, demonstrating that the implemented learning intervention has positive outcomes in enhancing student creativity.

Inferential Statistical Test Results

Normality Test

Table 7. Creativity Normality Test

	Kolmogrov-Smirnov			Shapiro-Wilk		
	Statistic	**Degree of Freedom**	**Signification**	**Statistic**	**Degree of Freedom**	**Signification**
Civics Learning Outcomes Pretest	0.137	30	0.158	0.931	30	0.051
Civics Learning Outcomes Posttest	0.098	30	0.200*	0.938	30	0.081

The Kolomogorov-Smirnov normalcy test for pretest student learning outcomes yielded 0.137, df 30, and 0.158. Posttest results: 0.098, df 30, 0.200 significance. The Shapiro-Wilk test yielded posttest statistical values of 0.931, df 30, significance of 0.051 and 0.938, df 30, significance of 0.81. Since the significance value is greater than 0.05, the distribution data is normal and can be used for parametric statistical analysis tests.

Homogeneity Test

The median level is greater than the p-value of 0.05 and has the same significance level when assessed using the adjusted degrees of freedom of 0.733, indicating that the results are significant or homogenous. These test results demonstrate that the show and tell learning approach based on the discovery learning model meets the variance homogeneity of learning outcome data groups. Parametric tests can be used to analyze more data, proving the statistical model is valid for verifying the study hypothesis.

Hypothesis Testing

Table 8. Inferential Test of Creativity (Hypothesis)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Signification
		B	Standar Error			
1	(Constant)	24.400	10.690		2.282	0.030
	Posttest creativity	0.298	0.127	0.406	2.348	0.026

In the student creativity analysis, the regression coefficient data shows that the constant value (intercept) is 24,400 with a significance value of 0.030, which is smaller than 0.05, indicating that this constant has a significant effect. If the posttest variable does not change, the pretest value will remain near 24,400. The regression coefficient for the posttest variable is 0.298 with a significance value of 0.028, below 0.05. The pretest is significantly affected by the posttest variable. The somewhat higher t-value of 2.348 suggests the factors' connection influences.

The Influence of the Show and Tell Learning Method Based on the Discovery Learning Model on Learning Outcomes

Building upon the results of research conducted by researchers using instruments, the learning outcomes of PPKn for fifth-grade students at primary school 126 Inpres Kariango can be determined. The pretest data for PPKn learning outcomes can be determined through the following statistical results:

Table 9. IBM SPSS Version 26 Pretest Statistics (Pretest)

Statistics	Scale
N	30
Mean	52.57
Standard Error of Mean	2.510
Median	56.00
Mode	60
Standard Deviation	13.748
Variance	189.013
Range	45
Minimum	30
Maximum	75
Sum	1577

Analysis of pretest data on PPKn learning outcomes given to 30 students at primary school 126 Inpres Kariango provides an initial picture of the level of mastery of the material before receiving treatment in the study. Students' ability to understand basic PPKn concepts was still not optimal before being given treatment. A small number of students obtained results with low scores and lowered the overall average.

Table 10. Categorization of Learning Outcome Standards

No	Interval	Frequency	Percentage	Category
1	0 – 49	10	32.2%	Very low
2	50 – 69	16	53.5%	Low

No	Interval	Frequency	Percentage	Category
3	70- 79	4	13.3%	Currently
4	80- 89	0	0%	Tall
5	90 – 100	0	0%	Very high
	Total	30	100%	-

A total of zero students scored high or extremely high on the pretest. Improved learning processes are needed to help students reach a higher category. Most pupils need learning approaches or models that improve learning. Thus, the show and tell learning method is best since it gets kids involved in class and makes it more fun.

Next, posttest data on the learning outcomes of class V students at primary school 126 Inpres Kariango after implementing the show and telling learning method based on the discovery learning model can be seen in the following Table 11.

Table 11. Statistics Posttest IBM SPSS Version 26 (Posttest)

Statistics	Scale
N	30
Mean	82.47
Standard Error of Mean	1.871
Median	84.50
Mode	85
Standard Deviation	10.248
Variance	105.016
Range	31
Minimum	65
Maximum	96
Sum	2474

The statistical results obtained indicate that fifth-grade students experienced improvements in their mastery of the material after the implementation of the learning method (treatment). However, there was still variation in student achievement, so evaluation of the learning process is still needed to optimize understanding.

Table 12. Categorization of Learning Outcome Standards

No	Interval	Frequency	Percentage	Category
1	0 – 49	0	0%	Very low
2	50 – 69	2	6,6%	Low
3	70- 79	9	30%	Currently
4	80- 89	10	33,4%	Tall
5	90 – 100	9	30%	Very high
	Total	30	100%	-

On a scale of 0-100, students met learning outcome standards and scored optimally, getting good marks. Students' learning outcomes increased due to learning process improvements. Post-test data from pupils grouped by learning outcome standards shows that most were high. Some pupils exhibited poor creative thinking skills, while others had good learning outcomes. After treatment, most pupils were more creative and understood their learning aims.

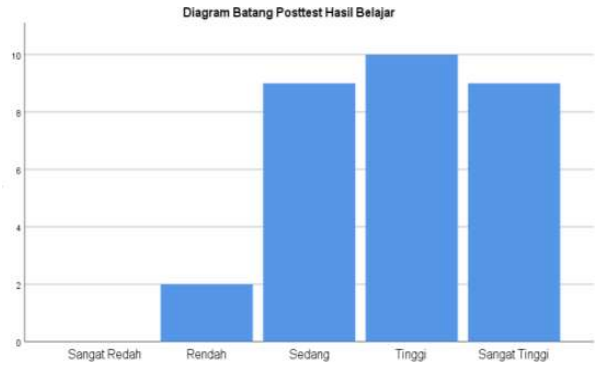

Figure 6. Posttest Bar Chart of PPKn Learning Outcomes

As seen in the bar chart, most students' post-test data meet high learning outcome norms. In the diagram, 2 kids are still low (50-69). This shows that some pupils cannot optimize their creative thinking, while others may achieve optimal learning outcomes. 9 pupils scored 70-79 in the medium group, 10 in high (80-89), and 9 in very high with very high learning outcomes.

Inferential Statistical Test

Normality Test

The Kolomogorov-Smirnov normalcy test for pretest student learning outcomes yielded 0.137, df 30, and 0.158. Posttest results: 0.098, df 30, 0.200 significance. The Shapiro-Wilk test yielded posttest statistical values of 0.931, df 30, significance of 0.051 and 0.938, df 30, significance of 0.81. If the significance value is greater than 0.05, the data distribution is normal and can be used for parametric statistical analysis.

Homogeneity Test

The test findings reveal the variance differences between creative data groups using the discovery learning model's show and tell learning method. Significant value (Sig.) exceeds 0.05. Data between groups have a similar value distribution, meeting the homogeneity of variance categories. The homogeneity test for learning outcomes shows that students' creativity outcomes are homogeneous because the significance value is greater than 0.05. Parametric tests can examine creativity variance at this significance level.

Hypothesis Testing

In the learning outcome test, the regression coefficient showed a constant value of 19.529 with a significance value of 0.340 and >0.05, meaning the constant was not statistically significant. The regression coefficient in the posttest results was 0.401 with a significant value of 0.109. This value indicates that the constant did not have a significant effect on the variable. In other words, changes that occurred in the posttest learning outcomes did not significantly affect the pretest. Although the significance in the posttest was not too far from 0.05, it still cannot be said to be significant.

Table 13. Inferential Test (Hypothesis)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Signification
		B	Standar Error			
1	(Constant)	19.529	20.103		0.971	0.340
	Posttest creativity	0.401	0.242	0.299	1.656	0.109

Discussion

The implementation of the Show and Tell method based on the Discovery Learning model in Civics (PPKn) in fifth grade at primary school 126 Kariango has shown significant positive transformations in the learning process and student outcomes.

Dynamics of the Learning Process and Teacher Activities

Teachers' activities have consistently improved in quality at each meeting. Observations indicated that the quality of teachers' instruction improved from "Very Poor" (35%) in the second meeting to "Good" (70%) in the fifth meeting. This indicates that teachers have gradually mastered the learning method, making it more interactive and effective in managing the classroom. The use of short videos about Indonesian diversity effectively stimulated students' curiosity in the early stages of discovery, and appreciating active students created a participatory and enjoyable learning environment. This finding confirms previous research, which stated that the Show and Tell method provides higher self-confidence and enthusiasm for elementary school students because they are given the role of "resource person" for their peers (Wiratna & Amelasasih, 2023; Yandri et al., 2022).

Increased Student Creativity

One of the most striking findings was a surge in students' creativity levels. Before the treatment (pretest), the average student creativity score was only 49.00 (categorized as less creative). However, after implementing the Show and Tell method, the average creativity score increased sharply to 83.67. A total of 40% of students achieved the "Very Creative" category and 40% the "Creative" category. All students were in the "Creative" or "Very Creative" categories. This method provides space for students to communicate their findings in their words, directly training original thinking and creative expression. Consistent with previous research, the Show and Tell method has been shown to be effective in enhancing creative thinking skills because it requires students to represent their ideas through original objects or visuals (Oktaviani et al., 2024). Combining it with discovery learning strengthens this aspect through the process of independent problem-solving.

Impact on Civics Learning Outcomes

In addition to creativity, students' cognitive learning outcomes also experienced substantial improvements. (1) Initial Conditions: In the pretest, the average student score

was only 52.57, with the majority (53.5%) in the low category and no students in the high category. (2) Posttest: After the posttest, the average score jumped to 82.47. The distribution of scores shows that 63.4% of students now fall in the "High" to "Very High" categories. The students seemed more relaxed during the posttest, showing that they had internalized the concept of unity and oneness through the presentation and Q&A. This research reinforces the theory that interactive learning is superior to conventional/lecture methods in improving cognitive learning outcomes (Blyznyuk & Kachak, 2024; Tugtekin & Odabasi, 2022). The use of short videos as initial stimuli also aligns with studies of learning media that suggest visual aids accelerate the understanding of abstract concepts.

This research provides more specific reinforcement to the subject of civics, which has traditionally been considered theoretical. The integration of the Discovery Learning model successfully addresses the weaknesses of previous studies by ensuring that students not only "show and tell" but also go through the stages of data processing and drawing strong conclusions (generalization).

This research makes important contributions to several aspects of education: It provides empirical evidence that combining discovery learning with show and tell (simple presentations) is highly effective for elementary school students. This model transforms students' roles from passive listeners to active learners discovering and conveying knowledge. It demonstrates that student creativity is not a static aspect but can be significantly enhanced through learning methods that provide freedom of opinion and expression in a structured manner. Research shows that teachers can enhance their classroom management skills and provide constructive feedback by repeatedly implementing innovative methods. Furthermore, it provides an alternative strategy for Civics (PPKn) learning, often considered boring, to become more lively, interactive, and relevant to real life through visual media and role-playing activities.

4. CONCLUSION

The application of the show-and-tell learning method based on the discovery learning model to the creativity and learning outcomes of fifth-grade students at primary school 126 Inpres Kariango, Maros Regency, provided opportunities for students to be more active in the learning process. The implementation of this method consistently improved teachers' teaching skills at each meeting, moving from a "Very Poor" (35%) rating at the initial stage to a "Good" (70%) rating. There was a significant increase in creativity, with the average student score jumping from 49.00 (less creative) on the pretest to 83.67 (creative/very creative) on the posttest. Student learning achievement improved dramatically, with an average posttest score of 82.47, with the majority of students (63.4%) now in the "High" to "Very High" category, compared to 52.57 on the pretest. Students also demonstrated greater enthusiasm, were more willing to ask questions, and felt more relaxed in understanding the unity and integrity material compared to the previous learning method. Furthermore, the results of the hypothesis test indicated that the posttest variable significantly influenced the increase in student creativity and learning outcomes, supported by normally distributed and homogeneous data.

As a suggestion, it is hoped that teachers can adopt the Show and Tell method based on Discovery Learning as an alternative interactive learning strategy, especially in PPKn material, to stimulate creativity and active student involvement. Teachers should continue to provide appreciation or praise to active students to maintain motivation and a positive learning climate. In addition, it is hoped that similar research can be developed on other materials or subjects with a wider sample coverage to test the consistency of the effectiveness of this method in various educational contexts.

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