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A qualitative approach to Canva as a mathematics learning medium and its implementation in undergraduate students

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Abstract

The 5.0 society learning era must keep pace with technological developments to avoid monotony. Similarly, mathematics learning, including in universities, needs to adapt. Mathematics, often considered difficult and complex by undergraduate students, is expected to be easier to understand when integrated with technology. Through a qualitative approach, this study aimed to analyze the use of Canva as a medium for learning mathematics in a college environment. Canva is a web-based graphic design platform accessible to all groups. The use of Canva in mathematics education had a positive impact on undergraduate students' engagement, creativity, and motivation. Canva offers a variety of features, including a whiteboard. This feature enables lecturers and undergraduate students to create an engaging learning atmosphere and easy-to-understand teaching materials. They could monitor the progress of discussions both individually and in groups. However, technology-based learning using Canva was not always run smoothly. An unstable internet connection could hinder the learning process with Canva, causing it to lag or even pause temporarily. Limited user knowledge and learning time also pose challenges during its implementation. These hurdles could be overcome with adequate institutional support and training. Therefore, using Canva in mathematics education could be an innovative approach that fosters digital transformation.

Keywords: Canva, Mathematics learning, Undergraduate students

Abstrak

Pembelajaran era society 5.0 harus mengikuti perkembangan teknologi agar tidak monoton. Begitu pula dengan pembelajaran matematika di perguruan tinggi. Matematika yang sampai saat ini masih dianggap sulit dan kompleks tidak terkecuali oleh mahasiswa, diharapkan lebih mudah dipahami ketika diintegrasikan dengan teknologi. Penelitian ini bertujuan untuk menganalisis pemanfaatan Canva sebagai media pembelajaran matematika di perguruan tinggi melalui pendekatan kualitatif. Canva merupakan platform desain grafis yang dapat diakses oleh semua kalangan, termasuk dosen dan mahasiswa. Penggunaan Canva dalam pembelajaran matematika di perguruan tinggi memberikan dampak yang postif terhadap keterlibatan, kreativitas, dan motiviasi mahasiswa. Canva menawarkan berbagai macam fitur, salah satunya whiteboard. Dengan fitur tersebut, dosen dan mahasiswa dapat menciptakan suasana belajar yang menarik dan materi ajar yang mudah dipahami. Dosen dan mahasiswa dapat melihat progress diskusi baik secara perseorangan maupun antar kelompok. Namun, pembelajaran berbasis teknologi menggunakan Canva tidak selalu

berjalan dengan baik. Jaringan internet yang tidak stabil menjadi kendala ketika pembelajaran menggunakan Canva, menjadikannya lebih lambat bahkan berhenti sejenak. Keterbatasan pengetahuan pengguna dan waktu pembelajaran yang terbatas juga menjadi kendala saat penerapannya. Kendala tersebut dapat diatasi dengan dukungan institusi dan pelatihan yang memadai. Dengan demikian, penggunaan Canva dalam pembelajaran khususnya matematika dapat menjadi sebuah inovasi yang mendorong transformasi digital dalam bidang pendidikan.

Kata kunci: Canva, Pembelajaran matematika, Mahasiswa

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INTRODUCTION

Technology has become essential to various aspects of life, including education. As a result, teaching in every educational institution must follow the development of the Society 5.0 era to avoid monotony and become more interactive. This is in line with Gkrimpizi (2022), Huang (2023), and Khogali (2023), who state that the transitional era from industrial to digital is rapidly changing and cannot be ignored. One of the technologies that can be utilized for the teaching and learning process is a graphic design application, such as Canva. Canva is an online graphic design platform that provides various features and templates that are easy to use for creating presentations, posters, infographics, and various other types of learning materials (Sirajuddin & Wahditiya, 2024). Canva is not only used for graphic design but also serves as a learning medium in various fields, including mathematics.

Mathematics is often regarded as a complex and challenging subject for undergraduate students. Many of them struggle to understand abstract concepts in mathematics, such as algebra, geometry, and statistics. Based on the results of initial observations conducted in four classes, several students had difficulty understanding the material during the mathematics lecture process. Similar conditions were found in the Konsep Dasar Matematika course they took in the third semester. These difficulties include understanding concepts, solving problems, and mastering mathematics-related theories and materials.

Additionally, grasping theoretical aspects of mathematics can be difficult for students to express during class discussions when using presentation applications. Many students rely primarily on PowerPoint and other limited presentation tools. Consequently, to meet the comprehensive presentation needs of a class, interactive learning without being constrained by time or location becomes essential (Roy et al., 2023). The monotonous teaching and learning process frequently fails to stimulate students' critical thinking skills and deep comprehension of the material.

Canva offers various conveniences for users in creating multiple designs, such as posters, certificates, infographics, video templates, presentations, and others that can

be easily accessed via Android devices, iPhones, or via a browser on a laptop without additional applications (Agustin et al., 2024). The features in Canva can be used to change abstract mathematical concepts into easier-to-understand ones. For example, using the whiteboard feature in Canva can help students display the results of group discussions and express them in writing. Discussion displays from various groups can be included on one whiteboard page, and groups can comment on each other's discussion results.

In addition to writing, students can also create decorations on the Canva whiteboard display. The engaging writing and designs allow students to understand the discussion topics in the meeting. Through visual media in mathematics learning, students can improve their understanding and memory of the material presented. Canva can facilitate the teaching and learning process between lecturers and students by creating engaging and user-friendly learning media that have been proven to improve the visual quality of teaching materials (Rahayu, 2025). With an intuitive interface, drag-and-drop features, and a diverse collection of templates, Canva allows anyone to create professional-quality designs without the need for in-depth technical skills (Rozali, 2025). In other words, the use of Canva in learning can open up opportunities for lecturers to create more varied teaching materials and interactive learning even though they do not yet have design skills.

Canva not only helps educators but also provides opportunities for students to explore their creativity in absorbing teaching materials (Gulo, 2025). Using Canva in mathematics learning in higher education also includes space for students to participate in the learning process actively. Students can create design-based assignments by utilizing the various features offered. It improves understanding of mathematics learning, technological skills, and creativity in producing educational and interactive visual works.

Technology-based learning, such as that implemented using Canva, is also in line with higher education policies that increasingly encourage the use of technology in the classroom. Higher education institutions need to prepare students to face the challenges of the world of work, which increasingly prioritizes digital skills. Mastery of design tools such as Canva provides students with skills relevant to current industry needs and enriches their learning experience.

Although Canva has many benefits, implementing it in higher education presents some challenges. One of them is the varying levels of students' technological skills. Some students, especially those unfamiliar with graphic design tools, may find it challenging to use Canvas features. Therefore, additional guidance or training is needed for students to overcome these obstacles.

In addition, there are challenges regarding lecturers' readiness to use Canva as a learning medium. Not all lecturers may have a sufficient understanding of design technology. Therefore, lecturers' training is essential to ensure that Canva can effectively deliver mathematics materials. Lecturers must be involved in intensive training to utilize Canvas features that support learning.

Thus, using Canva as a mathematics learning medium in higher education offers a great opportunity to improve students' understanding of complex mathematical concepts. Although there are challenges in its implementation, with proper training for lecturers and students, Canva can be an effective tool in creating a more interactive and enjoyable learning experience. Therefore, it is important to examine more deeply how Canva can be optimally integrated into the mathematics learning process in higher education.

METHODS

This study used qualitative research by analyzing Canva as a mathematics learning medium. This study aimed to obtain an in-depth overview of the use of Canva as a medium for learning mathematics in a college environment. The subjects in this study were 4th-semester undergraduate students of the Elementary Madrasah Teacher Education (PGMI) Study Program at the STAI Al-Anwar Sarang Rembang. The selection of subjects was based on the criteria of PGMI students who took the Pembelajaran Matematika course and passed the Konsep Dasar Matematika course in the previous 3rd semester. Thus, the subjects involved were considered to have sufficient basic understanding to follow mathematics learning at an advanced level and actively participate in learning activities using digital media such as Canva.

The data in this study were collected through observation, interviews, and documentation. In this study, the role of the lecturer is focused on as a facilitator who guides and directs students' learning activities in their respective groups. The lecturer provided clear instructions regarding the tasks that each group must complete and ensured that the discussion took place effectively, and by learning objectives. Students are directed to document the results of their discussions through the whiteboard feature on the Canva platform, which allows for visual and interactive collaboration. Every progress that the student group achieved is observed and given regular feedback by the lecturer. The feedback covered various aspects, including student responses to the use of Canva media in the discussion process, the suitability of the discussion content with the predetermined learning framework or outline, obstacles or challenges faced when writing ideas and answers on the whiteboard feature, and suggestions or input from students regarding the effectiveness of this digital media-based learning. With constructive feedback, it is hoped that students can gradually reflect on the learning process that has passed and improve the quality of their discussion results.

The data obtained in this study were analyzed based on Miles' theory (2014), including data reduction, display, and conclusion (verification). The obtained data will be sorted and organized according to research needs. Furthermore, the data will be reviewed and analyzed using existing theories. The analyzed data will then be concluded.

RESULTS AND DISCUSSION

Canva is a graphic design platform that can be used in the educational field. Canva can be accessed via a personal computer/laptop browser or a smartphone application. Canva offers various templates and design concepts to create designs for the projects we want (Amalia et al., 2024). Through Canva, we could choose presentation concepts, documents, and even videos. In addition, Canva also provided various image and graphic elements and even stickers to make our designs and projects more attractive. With the different design features offered by Canva, lecturers and students can create infographics, presentations, posters, and other visual materials that are attractive and easy to understand. Figure 1 shows the design features provided by Canva.

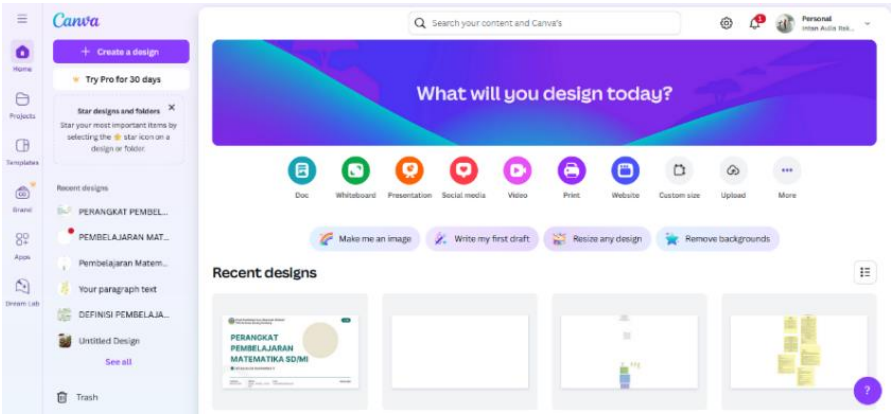

Figure 1. Canva design features display (source: https://www.canva.com)

Referring to Figure 1, Canva has various feature options such as Doc, Whiteboard, Presentation, social media, Video, Print, and Website. This study asked students to discuss in groups and express their thoughts using the whiteboard feature. The whiteboard feature was chosen because it can display all the answers from the students' discussions monitored by the lecturer. Astuti (2024) stated that Canva positively perceives students' ability to increase engagement, comprehension, and ease of use.

Based on the observations' result, the use of the Canva graphic design platform in mathematics learning shows a significant positive impact on student engagement and motivation. In this study, Canva could help undergraduate students deliver more interesting discussion materials. Canva provided benefits for lecturers in terms of time efficiency and ease in producing teaching materials (Azizah & Ratnaningrum: 2025). Lecturers could share Canva links with students that all students in the class can access. Through the open access feature, lecturers could see the progress of student group discussions (Haryadi et al., 2025). In this case, Canva allowed students to collaborate in groups, share ideas, and complete assignments creatively. Through the collaborative process, students learned the material's content and honed their communication and collaboration skills. Figure 2 shows student discussions on the Canva whiteboard feature.

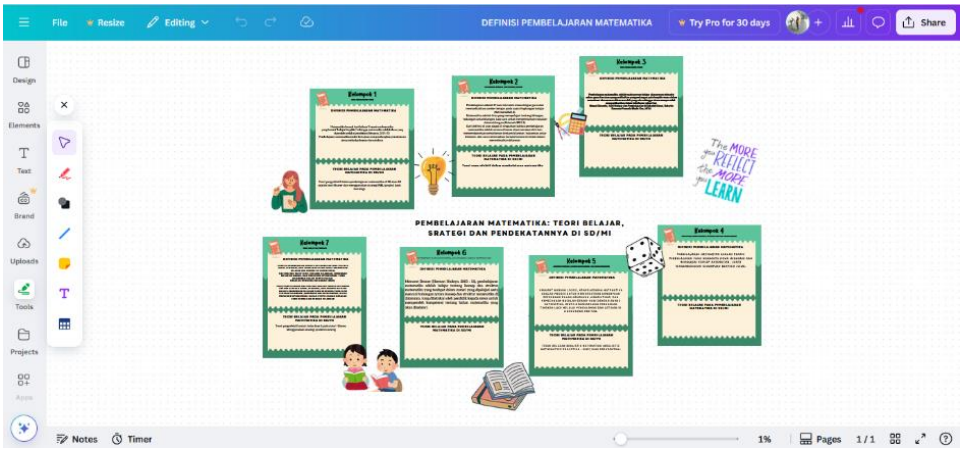

Figure 2. The undergraduate students' discussion result

The learning process used by Canva is not the only one implemented in universities. However, many previous studies have also studied the use of Canva in learning. This study used Canva in mathematics learning at STAI Al-Anwar Sarang Rembang. The learning process was carried out using Canva, which was done in groups. In this case, the material that each group presented was the strategy and approach to learning mathematics in SD/MI. Each group was asked to discuss and then pour the results of their thoughts into a whiteboard worksheet in the Canva feature. This whiteboard feature could accommodate the results of discussions from various groups in one class, which is divided into seven groups. Thus, each group can also see the progress of the discussion results between the other groups.

Based on the results of the observations, students seemed enthusiastic about using the whiteboard feature available on Canva. Students in each group were seen actively discussing and participating, noting important ideas, and pouring them into schemes or diagrams to clarify the concept. The use of the whiteboard feature encourages students to express their ideas visually. From the lecturer's perspective, the whiteboard feature made it easier to monitor the progress of student discussions. Lecturers could see group work results in real-time and provide input quickly. This process made learning more interactive and reduced dependence on conventional lecture methods.

During the discussion process, students in groups and between groups act as recipients of information and as contributors to the learning process. The whiteboard feature on Canva has also been shown to increase student creativity. They are more daring to try various ways of conveying material, for example, through images, icons, or non-monotonous flow diagrams. This freedom of expression encouraged students to think more critically and innovatively. In line with this, Clark and Mayer (2016) explained that the use of visual elements in the learning process can strengthen memory and understanding of the material being studied.

Although Canva, primarily through its whiteboard feature, offers various advantages in supporting the learning process, some limitations still need to be considered. One significant obstacle is its inability to support writing mathematical

equations or formulas directly. However, this obstacle could be overcome by uploading images containing the required equations or formulas. From this perspective, Canva still shows its superiority as an innovative technology-based mathematics learning media. Compared to other platforms, such as Google Slides or Microsoft PowerPoint, Canva offers a more intuitive interface, flexibility in design, and strong collaborative support. Hence, it remains a reliable choice in designing creative and adaptive learning media for the times' needs.

Canva has several advantages over Microsoft PowerPoint, especially in design and collaboration. Canva provided a variety of modern and aesthetic templates, as well as ready-to-use graphic elements such as icons, illustrations, and attractive animations. It allowed users to create more visual and creative presentations without high-level design skills (Hafidzin et al., 2024). In addition, the Canvas interface is user-friendly and web-based, so it does not require special software installation. Canva's real-time collaboration feature was superior to PowerPoint, which relies on the desktop version and local storage. However, cloud-based versions of PowerPoint are now also starting to develop.

Compared to Google Slides, which, despite supporting online collaboration, is still limited in visual design and creative elements. Google Slides was better suited for delivering textual or simple information, but it is less than optimal compared to Canva regarding aesthetics and design flexibility. On the other hand, compared to PowerPoint, Canva was superior because it allows many users to work on one design project directly from various devices without having to install additional applications. Although PowerPoint has powerful design features, the design process tends to be more technical and takes more time to produce an attractive visual appearance (Chumayroh & Ramli, 2025). Canva was a fast, efficient, and intuitive solution for creating high-quality visual presentations, especially for users who want to focus on creativity and collaboration.

Several students responded positively to using Canva in group discussion activities in mathematics lectures. For example, Student 1 said that using Canva was fun because of its attractive appearance and allowed direct collaboration with other group members, “Ma’am, using Canva is fun. You can add pictures, and here, my friends and I can access it together and write all the answers”. Meanwhile, Student 2 expressed her admiration for the ease of using Canva directly in discussions without the need for other applications, “Oh, we can write directly here, Ma’am? No need to use Word first. Good, good, Ma’am”. The same thing was conveyed by Student 3, who assessed that Canva could accommodate the answers of the entire class efficiently, without having to create separate presentations in PowerPoint or Google Slides. Student 3 also added that discussions with Canva felt more fun because the appearance could be decorated and there was encouragement to complete assignments together faster, “Using Canva is fun, Ma’am. You can add decorations; you can chase friends to collect discussion answers. Very interesting”. These responses showed that Canva not only simplifies the collaboration process but can also increase student engagement and motivation in participating in learning activities.

However, the use of Canva in the learning process does not always run smoothly. One of the obstacles faced by students and lecturers when Canva is set to open access for everyone in the class is that Canva will run slowly. Writing text that was considered the easiest can also become slow or even pause. In addition, the internet connection also affects Canvas use. Canva, which could only be accessed using an internet connection, depends on the speed of the internet connection.

In addition to providing a more engaging and collaborative learning experience, using Canva in group discussion activities also presents several technical obstacles that students face. While writing the discussion results, several students complained about the unstable technical performance of the platform. For example, Student 4 stated that Canva felt slow when used: “Canva is slow, Ma’am”. A similar thing was experienced by Student 5, who seemed to have difficulty when he wanted to write the answers to the group discussion. He said, “Ma’am, my group can't type the answers. It's lagging, Ma'am”.

Complaints about Canva’s slow response were also conveyed by other undergraduate students, such as Student 6, Student 7, and Student 8, who stated that the writing process was disrupted because the application did not respond well. In other classes, similar obstacles were also found. Student 9, a student from a different class, said that although Canva initially ran smoothly, its performance decreased after many students managed to access the account simultaneously: “It was smooth at first, Ma’am. But when other friends managed to log in to the account, it gradually became slow”. Meanwhile, Student 10 said that she and her group could not continue writing because Canva suddenly stopped responding. She proposed an alternative for now, “Ma’am, why can’t we type? Shall we write in Microsoft Word first, Ma’am? If we can, we’ll move to Canva”.

Based on findings from observations and interviews, it was known that students experience difficulties in typing the results of group discussions directly when other groups are simultaneously carrying out similar activities. This condition was characterized by interactions between groups asking each other questions, along with a decrease in the performance of the Canva platform used to upload answers. Students reported that in this situation, Canva experienced a functional pause and could not even be accessed for approximately 5 to 10 minutes. As a result, they had to first write down the results of the discussion in alternative applications such as Microsoft Word or Notepad before being able to upload them back to Canva.

In addition to internet connection constraints, lecturers and students need training in using Canva (Herawati et al., 2025). The difference in orientation in this training reflects the importance of a needs-based approach in designing digital capacity-building programs in higher education environments. Lecturers as learning facilitators require training that can integrate pedagogical and technological elements (Technological Pedagogical and Content Knowledge/TPACK) so they can produce media that is not only visually appealing but also contains strong and relevant academic content. Without adequate training, Canva's maximum potential cannot be utilized optimally. Many features are beneficial, such as infographic templates,

animations, and interactive visual elements, often unknown or not used by new users.

Meanwhile, students as end users and learners need to be directed toward strengthening 21st-century competencies, especially in creativity, collaboration, and visual communication. In this context, Canva is a strategic platform because it provides a user-friendly interface, as well as various features that can be adapted according to academic needs. With the differentiation of targeted training, higher education institutions are expected to be able to encourage a more inclusive and effective digital transformation, as well as create a learning ecosystem that is responsive to the dynamics of technology and the needs of today's generation of learners.

In addition, the time required to create materials with Canva is also a challenge. The design process requires precision and creativity and can take longer than conventional methods. Some lecturers feel they have to allocate extra time to study and prepare teaching materials, especially if they are unfamiliar with graphic design platforms such as Canva. It can create an additional burden on an already busy teaching routine.

However, these obstacles could be minimized with the support of institutions that provide facilities and training. The campus could provide regular technical training and ensure the availability of a stable internet connection. In addition, a discussion forum or a Canva user community among lecturers and students can also be a place to share tips and experiences. This support would be invaluable in accelerating the adaptation and effective use of Canva.

Overall, using Canva in learning provided an excellent opportunity to improve the quality of the material. With an attractive and interactive design, students could more easily understand the delivered material (Asmi et al., 2025). Although faced with several technical challenges and training needs, if overcome with the right strategy, Canva can create more creative, communicative, and meaningful learning.

Thus, the integration of Canva in education is not just following digital trends but also a real effort to create a more interesting and participatory learning atmosphere. Strong visual media could increase student attention and retention of the material presented. In the long term, this will positively impact the quality of learning and lead to better learning outcomes.

Therefore, all parties, institutions, lecturers, and students must collaborate to optimize Canva as a learning medium. With a shared commitment to overcoming obstacles and a desire to continue learning and adapting, Canva could be an innovative solution for supporting digital transformation in education.

CONCLUSION

Using Canva as a web-based graphic design platform in learning, especially in Mathematics Learning, has positively impacted student engagement, motivation, and creativity. Features like whiteboards and interactive templates allow students and lecturers to create more engaging, collaborative, and easy-to-understand teaching materials. Although several obstacles exist, such as dependence on internet

connection, limited user knowledge, and time required to design, these challenges can be overcome through adequate training and institutional support. With the right approach, Canva could be an innovative and effective learning tool while driving meaningful digital transformation in education.

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