



Students' Perceptions of the Perceived Ease of Use and Perceived Usefulness of Canva in Learning

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ABSTRACT

The use of graphic design technology among students has increased significantly, particularly in producing visually appealing and informative materials for academic and non-academic purposes. This study examined students' perceptions of the ease of use and usefulness of the Canva application in supporting their activities. A descriptive quantitative survey design was employed, involving 61 students who completed a structured questionnaire. The data were analyzed using descriptive statistics with the assistance of Microsoft Excel and SPSS. The findings showed that most students reported positive perceptions of Canva in terms of both ease of use and usefulness. Students perceived the application as accessible, practical, and supportive of their design-related tasks. They also viewed Canva as helpful in improving the efficiency of content creation and in enhancing the quality of visual outputs for academic assignments and other activities. In addition, the results indicated that Canva contributed to the development of students' visual communication skills and supported their broader digital literacy. Overall, the study concluded that Canva had strong potential as an educational tool that could facilitate students' academic and non-academic activities while improving their ability to create effective and visually engaging content.

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1. INTRODUCTION

The rapid development of information and communication technology has transformed how learning is designed, delivered, and experienced in higher education. Digital platforms are no longer used only as supplementary tools, but increasingly shape how students access information, organize knowledge, and communicate ideas in academic settings (Sholihah et al., 2025; Susilana et al., 2025). Among the platforms that have gained substantial popularity, Canva has emerged as one of the most widely used graphic design applications because it enables users to create visually attractive materials such as presentations, posters, and infographics without requiring advanced design expertise. Its accessibility and ease of use make it particularly relevant for students who need to communicate academic content clearly and creatively in both classroom and independent learning contexts (Kocaarslan & Eryaman, 2024; Tanjung & Faiza, 2019).

The growing relevance of Canva in higher education is closely tied to the broader digitalization of academic work. In university settings, students are increasingly expected to present ideas not only accurately but also visually and persuasively, whether for class presentations, project reports, promotional content, or collaborative assignments. In this context, a design platform that can be accessed online at any time offers significant practical value, particularly for students with limited technical design backgrounds. Canva provides templates, drag-and-drop features, and visual elements that lower the barrier to design production, making it a convenient tool for academic communication and content creation (Rahma et al., 2024; Wijaya et al., 2022). However, the usefulness of such a platform cannot be understood only from its features. Students' ability to benefit from Canva depends on how they perceive its ease of use, how far they understand its potential, and whether they are sufficiently supported through training, motivation, and meaningful opportunities to apply it in academic tasks (Maulana et al., 2024; Rejkiningsih & Taher, 2025).

The significance of Canva extends beyond academic coursework and into broader professional preparation. The ability to communicate information visually has become an increasingly valuable competency in contemporary workplaces, where digital presentation skills, visual literacy, and concise content design are often expected across professions. The importance of graphic design platforms such as Canva became particularly visible during the COVID-19 pandemic, when online and blended learning environments increased the need for visually engaging and interactive educational materials. In that period, Canva functioned not merely as a design application, but as a practical tool for supporting remote learning, content delivery, and digital interaction in education (Tomic, 2022). This wider relevance suggests that studying Canva is important not only from the perspective of classroom utility, but also from the perspective of how students prepare themselves for increasingly digital academic and professional environments.

Previous studies have reported a range of educational benefits associated with Canva. Research has shown that the platform can support teachers in developing more attractive and interactive learning media, thereby contributing to more active student participation and greater learner confidence in classroom activities (Hidayatullah, 2023). Other studies have indicated that Canva can improve students' understanding of complex subject matter by presenting content in ways that are more visual, organized, and easier to grasp, including in subjects such as chemistry and mathematics (Hanifah, 2022; Janah et al., 2023). The platform has also been linked to the enhancement of student creativity, particularly when learners are encouraged to construct visually rich learning products and express ideas through design-based tasks (Annissa & Yusron, 2022). Furthermore, Canva has been found to support project-

based learning by helping students communicate ideas more effectively through visual representation, thereby increasing their motivation and engagement in writing and other creative academic activities (Siswanjaya, 2021). Taken together, these studies suggest that Canva has substantial pedagogical value, especially when learning emphasizes creativity, communication, and visual expression.

At the same time, the effectiveness of Canva in educational settings should not be assumed automatically. The integration of digital tools in learning depends not only on the availability of the platform itself but also on students' perceptions of whether the tool is easy to use and genuinely useful for their needs. In technology adoption research, these two dimensions are especially important because they shape whether users accept, continue, and meaningfully integrate a digital application into their everyday practices. In the case of Canva, a user-friendly interface and customizable features may support adoption, but the educational impact of the platform will still depend on whether students can navigate it efficiently and recognize its contribution to academic performance and skill development (Al Haq et al., 2024; Pedroso, 2023).

Moreover, although sufficient training may improve students' ability to use Canva effectively, actual satisfaction with the platform is also likely to depend on the balance between perceived convenience and practical usefulness in academic work (Astaño, 2025; Siswanjaya, 2021). Challenges related to internet access, device limitations, and unequal digital resources may further affect how students experience and benefit from Canva, even when the platform itself is widely promoted as accessible and practical (Rosydiana, 2022). Nevertheless, as digital literacy continues to expand and access to educational technology becomes more widespread, tools such as Canva are expected to play an increasingly important role in supporting creativity, communication, and modern educational practice (Pratama, 2023).

Despite the growing use of Canva in educational contexts, there is still a need to understand how students themselves perceive the application, particularly in relation to its ease of use and usefulness in supporting both academic and non-academic activities. Much of the existing literature has focused on instructional benefits from the perspective of teaching practice or specific classroom outcomes, while fewer studies have centered students' own experiences as users of the platform in higher education settings. This perspective is important because the value of a digital learning tool is ultimately shaped by how learners engage with it, what advantages they perceive, and how it contributes to their broader development of visual communication and digital literacy.

2. METHOD

2.1 Research Design

This study employed a quantitative approach using a descriptive survey design to examine students' perceptions of the ease of use and usefulness of Canva in supporting academic and non-academic activities. A descriptive quantitative design was considered appropriate because the study aimed to provide a systematic portrayal of students' responses to the use of Canva rather than to test causal relationships among variables. This approach allowed the researchers to describe the general tendency of students' perceptions in a clear and structured manner based on numerical data obtained from the questionnaire. Descriptive survey research is particularly suitable when the objective is to capture participants' views, experiences, and evaluations of a specific phenomenon within a defined population (Creswell, 2015).

In this study, students' perceptions were examined through two main constructs derived from the Technology Acceptance Model, namely Perceived Ease of Use and Perceived Usefulness. Perceived Ease of Use refers to the degree to which students considered Canva easy to learn and operate, while Perceived Usefulness refers to the extent to which students believed that Canva enhanced their performance and supported their design-related needs in academic and non-academic contexts. These two dimensions were used to frame the questionnaire and to guide the descriptive analysis of students' responses.

2.2 Participants and Sampling

The population of this study consisted of students from the Library and Information Science Study Program, Universitas Pendidikan Indonesia. The study involved 61 students who participated as respondents, and all returned responses were considered valid for analysis. The sample was selected using purposive sampling, with the criterion that respondents must have used Canva in at least one academic or non-academic task. This sampling technique was chosen because the study specifically required participants who had direct experience with the application and were therefore able to provide informed responses regarding its ease of use and usefulness.

Given the descriptive nature of the study, the use of purposive sampling enabled the researchers to focus on respondents who were most relevant to the research objectives. Rather than aiming for statistical generalization to a broader population, the study sought to generate a meaningful description of perceptions among students who had actually engaged with Canva in their learning-related activities.

2.3 Instruments and Data Collection

Data were collected using a structured questionnaire distributed through Google Forms. The instrument was developed to measure two dimensions of students' perceptions of Canva, namely Perceived Ease of Use and Perceived Usefulness, adapted from the Technology Acceptance Model. The questionnaire consisted of 17 items, with 9 items measuring Perceived Ease of Use and 8 items measuring Perceived Usefulness. Each statement was designed to capture specific aspects of students' experiences in using Canva for design-related tasks, including presentations, posters, and infographics.

Table 1. Questionnaire Instrument Used in This Study

Aspect	Code	Statement
Perceived Ease of Use (PEOU)	PEOU 1	Canva is easy to use for meeting my design needs.
	PEOU 2	I can learn to use Canva independently or through tutorials with ease.
	PEOU 3	I do not need much time to understand how Canva works.
	PEOU 4	I can easily use basic features such as adding text, images, and design elements.
	PEOU 5	I am able to adjust the templates available in Canva to suit my academic needs.
	PEOU 6	I find Canva easier to use than other design applications.
	PEOU 7	Canva's collaboration features, such as sharing edit links and teamwork functions, are easy to use.

Aspect	Code	Statement
Perceived Usefulness (PU)	PEOU 8	Shortcuts or tips in Canva make my work easier and faster.
	PEOU 9	I rarely encounter technical difficulties when using Canva for academic tasks.
	PU 1	Canva helps me create more attractive academic presentations.
	PU 2	Canva enables me to create infographic or poster designs for coursework more quickly.
	PU 3	I feel more confident using design outputs created with Canva than those created with other applications.
	PU 4	Canva helps me produce designs more quickly than other design software.
	PU 5	Canva supports my creativity in presenting visual ideas.
	PU 6	I feel that using Canva improves my productivity in creating designs.
	PU 7	I believe Canva is also useful for non-academic purposes, such as organizational activities or personal projects.
	PU 8	I would like to improve my Canva skills through additional training or courses.

Responses were measured using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. This scale was used to capture the degree of students' agreement with each statement and to facilitate quantitative analysis of perception trends. The use of Likert-scale items was considered suitable because it allowed the researchers to examine respondents' evaluations in a structured and consistent manner across both dimensions of the instrument.

Before the main data collection, the instrument was subjected to validity and reliability testing to ensure its quality. A pilot test was conducted with 30 respondents selected randomly to evaluate the psychometric properties of the questionnaire. The validity of each item was assessed using Pearson product-moment correlation. The results showed that the Pearson correlation coefficients ranged from 0.704 to 0.889, all of which exceeded the critical *r*-table value of 0.361. The analysis produced a Cronbach's Alpha coefficient of 0.97, indicating a very high level of internal consistency. Since this value was well above the minimum acceptable threshold of 0.60, the questionnaire was considered reliable.

2.4 Data Analysis

The data were analyzed using descriptive statistics with the support of SPSS version 25. The analysis focused on calculating the minimum score, maximum score, mean, and standard deviation for each item and for the two main dimensions of the study. These statistical indicators were used to describe the general pattern of students' perceptions regarding Canva's ease of use and usefulness. Because the study was descriptive in nature, the purpose of the analysis was not to test hypotheses or establish causal relationships, but rather to provide a clear statistical overview of how students perceived Canva in their learning activities. The descriptive findings were then interpreted in relation to the conceptual framework of the study in order to provide a more meaningful understanding of students' experiences with the platform.

3. RESULT AND DISCUSSION

3.1 Result

To provide an overview of the collected data, the survey results are summarized in Table 2, which presents descriptive statistics for students' perceptions of Canva use. The table includes two main dimensions, namely Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). For each dimension, the minimum score, maximum score, mean, and standard deviation are reported to describe the extent to which students perceived Canva as easy to use and beneficial for their academic and non-academic activities.

Table 2. Descriptive Statistics Results

Category	N	Min	Max	Mean	SD
Perceived Ease of Use (PEOU)	61	9.00	45.00	38.62	5.89
Perceived Usefulness (PU)	61	8.00	40.00	34.45	5.63

The descriptive statistics indicate that students generally held positive perceptions of Canva in both dimensions measured in this study. For Perceived Ease of Use (PEOU), the mean score was 38.62 with a standard deviation of 5.89, suggesting that most students considered Canva easy to use for both academic and non-academic design purposes. For Perceived Usefulness (PU), the mean score was 34.45 with a standard deviation of 5.63, indicating that students also perceived Canva as beneficial in supporting their design-related activities. Overall, the relatively high mean scores across both dimensions suggest a favorable evaluation of Canva among the respondents.

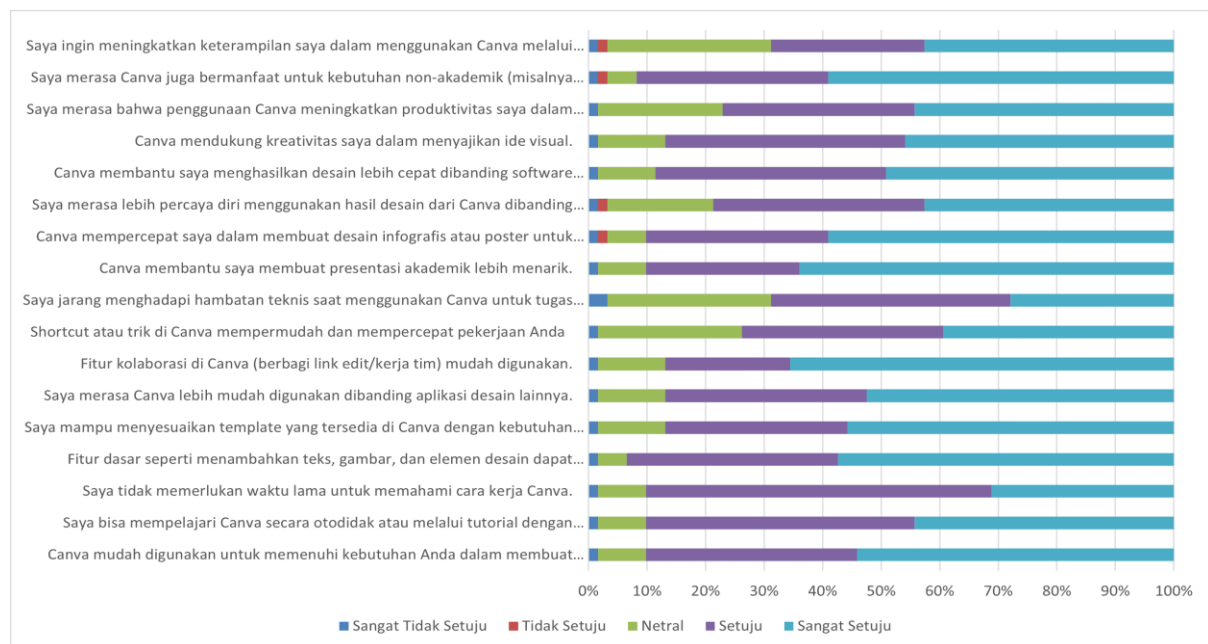


Figure 1. Summary of Survey Results

To provide a visual summary of the survey findings, Figure 1 presents the percentage distribution of responses for each questionnaire item. Based on the responses from 61 students, all items showed a generally positive pattern, with most responses concentrated in the Agree and Strongly Agree categories. Overall, students' perceptions of Canva were

positive, with Perceived Ease of Use (PEOU) reaching 77.15% and Perceived Usefulness (PU) reaching 75.98%. These results indicate that Canva was widely accepted by students as both an accessible and useful application for supporting their learning-related activities.

3.2 Discussion

Perceived Ease of Use was used to examine the extent to which students considered Canva easy to use for their academic needs. The findings suggest that most students perceived Canva as a highly accessible tool, particularly in terms of its ability to support the creation of visual materials such as presentations, posters, and infographics. Template-based design applications such as Canva are especially helpful for students who do not have a formal background in graphic design, as they allow users to produce visually attractive outputs without facing substantial technical barriers (Wijaya, 2022). In this regard, Canva appears to function as an application that is immediately usable even by beginners, largely because it was designed with an intuitive interface that can be operated by both novice and experienced users alike (Klug & Williams, 2016; Pedroso, 2023; Gehred, 2020). This characteristic indicates that the platform has the potential to reduce the learning curve typically associated with design software and to make visual communication tasks more approachable for students (Majidah et al., 2025; Susilana et al., 2024).

The ease of use of Canva was also reflected in students' ability to learn the application independently. Most respondents appeared to feel that Canva could be mastered through self-learning, including by following tutorials available on digital platforms such as YouTube and social media. The availability of such guidance may reduce technical barriers and support students in becoming more confident users of the platform over time (Rosydiana, 2022). This finding is also consistent with the broader profile of current student cohorts, who tend to adapt relatively quickly to digital tools designed for everyday use and entry-level accessibility (Mexhuani, 2025). At the same time, ease of use should not be interpreted as universal sufficiency. Although Canva seems highly practical for basic and intermediate design tasks, it may still be perceived as limited by users who require more advanced features, particularly in relation to image processing and animation functions (Tanjung, 2019).

The positive perception of ease of use also appears to have implications for students' satisfaction with their academic work. A platform that is perceived as easy to use is more likely to encourage repeated use, reduce frustration, and support more active engagement in academic tasks involving visual design. This interpretation is consistent with research showing that technologies perceived as user-friendly tend to increase user satisfaction, which in turn can strengthen willingness to continue using them for learning purposes (Giang & Nga, 2024; Johan et al., 2022). In the present context, this positive experience may be reflected in students' greater confidence and productivity in preparing presentation materials and other visually oriented academic outputs. More broadly, ease of use remains a critical factor in technology-enhanced learning because it affects not only usability but also students' sense of efficiency, involvement, and control in the learning process (Al-Adwan et al., 2023; Dubey & Sahu, 2022).

Perceived Usefulness, meanwhile, represents one of the core constructs in the Technology Acceptance Model and refers to the extent to which users believe that a technology can improve their performance. From this perspective, students' positive perceptions of Canva suggest that the application was not viewed merely as a convenient tool, but as one that meaningfully supported their academic and non-academic activities. This interpretation aligns with the foundational proposition that perceived usefulness strongly

influences users' attitudes toward a technology and their intention to continue adopting it (Davis, 1989). In the context of this study, the usefulness of Canva appears to have been associated with its ability to make design-related tasks more efficient, more manageable, and more effective for students in their daily learning activities (Majidah et al., 2025; Mawartini, 2024).

The findings are consistent with previous studies showing that graphic design technologies such as Canva can improve the quality of students' work, particularly by helping them create more attractive and communicatively effective visual products. In academic contexts, students seem to perceive Canva as helpful for accelerating the production of presentations, infographics, posters, and other visual materials required in coursework (Kurnia et al., 2025; Widiarti et al., 2024). They also appear to value Canva because it enables them to produce more appealing results than would otherwise be possible through more technically demanding applications. This suggests that the usefulness of Canva lies not only in speed, but also in its ability to support output quality without requiring advanced design skills from the user (Rahma et al., 2024).

The usefulness of Canva also extends beyond strictly academic purposes. Students appear to perceive the platform as relevant for organizational activities, personal projects, and other non-academic forms of visual communication. In this sense, Canva functions not only as an instructional aid but also as a broader creative platform that can support multiple domains of student activity (Yuliana et al., 2023). The platform's templates, customizable design features, and ready-to-use visual elements seem to contribute to students' sense that they can express ideas more creatively and produce more original outputs. This interpretation is in line with the view that accessible design platforms can expand opportunities for students to communicate visually without being constrained by the technical complexity often associated with professional design tools (Jamaludin & Sedek, 2024; Kim et al., 2021; Rullyana & Triandari, 2024).

Another important aspect of perceived usefulness concerns students' confidence. Many respondents appear to associate Canva with greater confidence in presenting their work, which suggests that the benefits of the platform may also be psychological and communicative rather than purely technical. When students feel that their visual outputs are clearer, more attractive, and more professionally presented, they may become more assured in sharing and explaining their work in class. In this way, Canva may contribute indirectly to the quality of classroom participation and to students' sense of preparedness in academic presentation contexts (Adhantoro, 2025). Such a contribution is important because visual presentation tools increasingly function as part of students' communicative competence in higher education, not merely as optional additions to academic work.

Even so, the discussion should also acknowledge that Canva did not fully satisfy all users in all respects. A smaller proportion of respondents still appeared to express reservations, particularly regarding collaborative features and certain technical limitations. This indicates that while the platform is widely perceived as beneficial, its usefulness is not experienced in exactly the same way by all students. Nevertheless, the overall pattern of responses still points to broad acceptance of Canva as a valuable educational tool. This broader interpretation is supported by previous findings showing that Canva can strengthen learning outcomes, improve students' understanding of subject content, and stimulate creativity when integrated meaningfully into the learning process (Friska et al., 2023; Imamuddin et al., 2024).

Taken together, the findings suggest that students' perceptions of Canva were shaped by the interaction between ease of use and usefulness. Canva seems to be valued because it is simple enough to be learned quickly, yet useful enough to make a real difference in the quality, efficiency, and confidence associated with students' academic work. From a higher education perspective, this implies that digital design platforms such as Canva can support not only task completion, but also broader processes of visual communication, digital literacy, and creative academic expression. As such, Canva may be understood as more than a practical application; it may also serve as a pedagogically relevant tool that helps students engage more effectively with the visual demands of contemporary learning environments.

4. CONCLUSION

Based on the findings, students generally perceived Canva positively in terms of both perceived ease of use and perceived usefulness. The application was regarded as accessible, practical, and supportive of academic tasks that required visual design, such as presentations, posters, and infographics. These findings indicate that Canva was not only easy for students to learn and operate, but also meaningful in helping them communicate ideas more effectively and creatively in academic contexts.

The study also showed that the usefulness of Canva extended beyond academic activities to non-academic purposes, including organizational and personal projects. This implies that Canva functioned not merely as a design application, but as a broader platform that supported students' productivity, confidence, and creativity. Overall, the findings highlight the importance of integrating accessible digital tools into higher education learning environments, particularly those that can simultaneously support academic performance and the development of practical twenty-first-century skills.

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