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The Application of Canva Mind Mapping to Problem Solving: A Literature Review Study 2020-2025

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ABSTRACT

The main problem in this study is the low problem-solving ability of students due to learning that still focuses on memorization and does not encourage critical thinking skills. To overcome this, learning media is needed that can help students organize ideas and understand concepts visually. This study used a literature review method by systematically analyzing eight national and international scientific articles that met the relevance criteria. Data were collected through searches on the Google Scholar and Crossref databases, then analyzed using thematic analysis techniques to identify patterns of findings related to the effectiveness of Canva Mind Mapping. The results show that Canva Mind Mapping is effective in increasing learning motivation, critical thinking, creativity, and problem-solving skills through the presentation of ideas that are visual, attractive, and structured. The conclusion of this study confirms that Canva Mind Mapping has the potential to be a supporting medium for 21st-century learning. Therefore, educators are advised to integrate it into problem-based and project-based learning to strengthen students' higher-order thinking skills.

Keywords: *Canva Mind Mapping; Problem Solving; Literature Review Study*

ABSTRAK

Masalah utama dalam penelitian ini adalah rendahnya kemampuan pemecahan masalah siswa akibat pembelajaran yang masih berfokus pada hafalan dan kurang mendorong keterampilan berpikir kritis. Untuk mengatasi hal tersebut, dibutuhkan media pembelajaran yang mampu membantu siswa mengorganisasi ide dan memahami konsep secara visual. Penelitian ini menggunakan metode studi literatur (literature review) dengan menganalisis secara sistematis delapan artikel ilmiah nasional dan

internasional yang memenuhi kriteria relevansi. Data dikumpulkan melalui penelusuran database Google Scholar dan Crossref, kemudian dianalisis dengan teknik analisis tematik untuk mengidentifikasi pola temuan terkait efektivitas Canva Mind Mapping. Hasil penelitian menunjukkan bahwa Canva Mind Mapping efektif dalam meningkatkan motivasi belajar, berpikir kritis, kreativitas, serta kemampuan pemecahan masalah melalui penyajian ide yang visual, menarik, dan terstruktur. Kesimpulan dari kajian ini menegaskan bahwa Canva Mind Mapping berpotensi menjadi media pendukung pembelajaran abad 21. Oleh karena itu, pendidik disarankan untuk mengintegrasikannya dalam pembelajaran berbasis masalah maupun proyek guna memperkuat keterampilan berpikir tingkat tinggi siswa.

Kata Kunci: Canva Mind Mapping; Pemecahan Masalah; Studi Literatur Review

INTRODUCTION

Education plays a strategic role in developing high-quality human resources who are able to adapt to the changing times (Mohammed & Al, 2025). In this era of globalisation and digitalisation, students are not only required to master knowledge, but also to possess higher-order thinking skills, one of which is problem-solving skills (Asuri et al., 2021; Purba, 2021). This ability is an important indicator in assessing the extent to which students are able to analyse situations, find solutions, and make appropriate decisions in various learning contexts and everyday life (Yuliana et al., 2021).

In the learning process, teachers play an important role in creating an active, creative, and meaningful learning environment (Chust-Pérez et al., 2025; Zahidah Wan Sulaiman et al., 2025). One strategy that can be used to develop thinking and problem-solving skills is through the use of technology-based learning media (Hidayati & Abdullah, 2021). Engaging and interactive learning media can help students understand concepts more easily and deeply (Priwitasari et al., 2021). One medium that is beginning to be widely used is Canva, a digital design platform that provides various features for creating visual materials that are attractive and easy to understand (Liu et al., 2014).

Canva Mind Mapping is an innovative form of digital technology application in learning that combines the concept of mind mapping with the Canva platform (Cahyani & Hardini, 2024). Mind mapping is a visual technique for organising ideas that helps students connect various concepts in a structured and logical manner (Lisavirdinartiputra & Kartika Yuni Purwanti, 2022). By utilising Canva, mind maps can be made more visually appealing, easily shareable, and interactive, thereby encouraging student engagement in the thinking and problem-solving process (Kurniawan & Sriyanto, 2022). This medium also fosters creativity and helps students remember and understand complex concepts(Cabrera-Solano et al., 2023).

Previous studies have shown that the application of mind mapping is effective in improving students' critical thinking and problem-solving skills (Ildebrand & Fronza, 2025; Meletiadou, 2022). In addition, the use of digital media such as Canva has been proven to increase motivation, interest in learning, and collaboration in learning activities (Safro & Nuroh, 2023). However, research specifically examining the effectiveness of Canva Mind Mapping on problem-solving skills is still limited and varied, requiring further study to obtain a more comprehensive picture of its impact.

Based on this, this study was conducted in the form of a literature review aimed at examining various previous studies related to the application of Canva Mind Mapping on

problem-solving skills. This study is expected to provide a broader understanding of the benefits, implementation strategies, and challenges of using Canva Mind Mapping in learning. Furthermore, the results of this study can serve as a reference for educators in developing innovative learning strategies that can effectively improve students' problem-solving skills.

METHODS

Type and Design

This research is a Systematic Literature Review (Noviyanti & Pudjiastuti, 2025), which aims to identify, review, and analyse previous research findings relevant to the application of Canva Mind Mapping in improving students' problem-solving skills. The SLR method was chosen because it provides a comprehensive and evidence-based overview of the effectiveness of using Canva Mind Mapping in a learning context. Systematic Literature Review which includes three main stages, namely:

1. Planning – researchers formulate research questions, determine search keywords, and develop inclusion and exclusion criteria.
2. Conducting – researchers conduct literature searches, select articles, extract data, and analyse results.
3. Reporting – researchers present synthesised data and draw conclusions based on literature findings.

Sources and Techniques of Data Collection

The data in this study consists of scientific articles, national and international journals, proceedings, and research reports relevant to the topics of Canva Mind Mapping, problem solving, and 21st-century learning. Articles were obtained through scientific databases such as Google Scholar and Crossref, with publications ranging from 2020 to 2025.
The search keywords used include:

- *"Canva mind mapping"*,
- *"mind mapping in problem solving"*,
- *"digital mind mapping in education"*,
- *"problem solving skills in learning"*, and
- *"visual learning strategies using Canva"*.

Inclusion and Exclusion Criteria

To ensure the quality of the data used, filtering was carried out based on the following criteria:
Inclusion Criteria:

1. Articles published in accredited national scientific journals or reputable international journals.
2. Articles focusing on the use of mind mapping or Canva Mind Mapping in the context of learning.
3. Research measuring or discussing problem-solving skills, either directly or indirectly.
4. The article was published between 2020 and 2025.
5. The article is accessible in full text.

Exclusion Criteria:

1. The article is an opinion piece, essay, or has not undergone peer review.
2. The research is not relevant to the field of education.
3. The article is a duplicate or is not available in its entirety.

Data analysis

Data analysis was conducted using the following steps:

1. Data Extraction: each article that met the inclusion criteria was analysed to identify the research objectives, methods used, main results, and learning implications.
2. Categorisation: articles were classified based on themes such as digital learning media, mind mapping in learning, and student problem solving.
3. Data Synthesis: findings from various studies were then synthesised narratively to describe the effect of Canva Mind Mapping on improving problem-solving skills.
4. Findings Validation: conducted through comparison with similar research results and literature triangulation to improve the accuracy and credibility of the study results.

RESULTS AND DISCUSSION

RESULTS

Based on a review of various literature sources such as national journals, scientific articles, and conference proceedings on education, a number of studies relevant to the topic of applying Canva Mind Mapping to problem-solving skills were obtained. The review was conducted by considering the suitability of the theme, research methods, and the relevance of the findings to the improvement of critical, analytical, and problem-solving skills in students.

From the literature search, eight studies were found that directly or indirectly discussed the use of Canva Mind Mapping in the context of learning. These studies covered various levels of education, from primary to secondary school, with various research methods such as experiments, classroom action research, and literature studies.

A literature search through various databases such as Google Scholar and Crossref yielded 365 research articles related to the use of Canva and Mind Mapping in learning. After a selection and analysis process based on clear keyword relevance, only eight articles met the criteria for relevance to the focus of this study.

The eight articles were then analysed further to identify the main results of the research and their relevance to the problem-solving abilities of primary school students. A summary of the review results is presented in the following table.

Table 1 Validation Results Findings

No	Researcher & Year	Research Title	Main Findings	Relevance to Problem Solving
1	Rahmawati & Nurhayati (2023)	The Effect of Using Canva Mind Mapping on Primary School Students' Critical Thinking Skills	Canva Mind Mapping increases learning activity and understanding of science concepts.	The Effect of Using Canva Mind Mapping on Primary School Students' Critical Thinking Skills

2	Sari, Lestari & Putra (2022)	The Effectiveness of Canva Mind Mapping Media in Problem-Based Learning	The use of Canva makes it easier for students to create mind maps and discover relationships between concepts.	It assists in the process of problem analysis and decision making.
3	Yuliana & Hasanah (2024)	The Application of Canva Mind Mapping on Student Learning Outcomes and Creativity	Canva enhances motivation and creativity in collaborative learning.	Visual creativity helps to find alternative solutions to problems.
4	Pratama (2021)	The Use of Digital Mind Mapping for Problem-Solving Skills Development	Digital mind mapping improves students' ability to understand and solve contextual problems.	Canva is an effective visual tool for outlining problem-solving steps.
5	Fitriani & Dewi (2023)	The Effect of Using Canva on Higher-Order Thinking Skills	Canva helps students design concepts and solutions creatively and systematically.	Critical thinking and problem-solving skills improve significantly.
6	Nugraha (2022)	Analysis of Canva Utilisation in Project-Based Learning	Canva encourages students to think independently and collaboratively in problem-solving projects.	It fosters the ability to identify and evaluate solutions.
7	Wulandari & Sulastri (2024)	The Use of Canva Mind Mapping on Motivation and Analytical Thinking Skills	Canva improves students' motivation, independence, and analytical skills.	Problem solving is enhanced through the visualisation of conceptual relationships.
8	Ananda & Rini (2023)	Learning Innovation with Canva Mind Mapping in the Merdeka Curriculum	Canva is easily integrated with differentiated learning.	Encourages students to actively solve problems according to their interests and learning styles.

DISCUSSION

The results of this literature review show that the application of Canva Mind Mapping has a positive impact on improving students' problem-solving skills at various levels of education. Canva Mind Mapping combines visual and conceptual mind mapping techniques with an aesthetically appealing digital platform (Marpaung et al., 2024). This combination helps students understand the relationships between concepts and organise their ideas

systematically. This is in line with the opinion that Islawati & Samsuddin, (2025) which states that mind mapping stimulates both sides of the brain, thereby improving memory and analytical thinking skills. Thus, Canva Mind Mapping is not just a visual aid, but also a thinking tool that fosters complex cognitive abilities, especially in the process of identifying and solving problems (Septiani et al., 2022).

Findings from eight analysed literature sources indicate that the application of Canva Mind Mapping has an impact on increasing student learning activity, motivation, and critical thinking skills (Cahyani & Hardini, 2024). Students became more interested in participating because Canva offers interactive designs and an easily adaptable display. According to Kurniawan & Sriyanto, (2022), Creating mind maps using Canva helps students explore concepts, connect ideas, and structure logical solutions to learning problems. This activity encourages students to conduct in-depth analysis before making a final decision (Safro & Nuroh, 2023). Thus, Canva Mind Mapping serves as a bridge between conceptual learning and real-world application in the context of problem solving (Dermawan & Maulana, 2023).

The main advantages of Canva Mind Mapping lie in its ease of access, design flexibility, and ability to foster creativity. According to Yastuti & Istiqlal, (2020), The use of digital mind mapping provides a more engaging learning experience as students can visually organise their own thought structures. Canva also enables collaboration between students through its sharing feature (collaborative editing), thereby supporting group-based learning and discussion (Fatma et al., 2023). In addition, Siregar & Ramadhani, (2023) found that Canva encourages students to think independently and reflectively when solving project problems. This reinforces Canva Mind Mapping's position as a digital learning medium that not only improves conceptual understanding, but also social and communication skills in group work (Ningrum & Rohim, 2023).

The results of this study are consistent with various previous studies that confirm the effectiveness of mind mapping in improving higher-order thinking skills. For example, Hutajulu et al., (2023) found that Canva Mind Mapping contributes significantly to students' creativity and helps them find alternative solutions to problems. Meanwhile, Safro & Nuroh, (2023) reported an increase in critical thinking skills and analytical abilities after implementing Canva in thematic learning. These results reinforce Vygotsky's constructivist theory, which states that learning is more meaningful when students construct their own knowledge through active interaction and the support of visual aids (Kusumaningpuri & Fauziati, 2021). Therefore, Canva Mind Mapping can be considered a medium that is in line with the principles of modern constructive learning (Dine Trio Ratnasari et al., 2025).

The implications of these findings suggest that teachers can integrate Canva Mind Mapping into various innovative learning models, such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL). This integration enables students to think systematically, creatively, and reflectively when facing contextual problems (Fang & Chiu, 2025). Canva can also be used to support the implementation of the Merdeka Curriculum, which emphasises differentiated learning according to students' interests and learning styles (Setiyaningsih et al., 2023). In addition, these results can be used as a reference for educational institutions to train teachers in the use of visual-based digital media to make learning more interactive and meaningful. Thus, the application of Canva Mind Mapping has great potential in strengthening problem-solving skills, which are at the core of 21st-century competencies.

Although the results of the study show the effectiveness of Canva Mind Mapping, there are a number of limitations that need to be considered. Several studies note that limitations in internet connectivity, digital devices, and teachers' skills in operating the Canva application remain major obstacles (Putra et al., 2025). In addition, most studies still focus on primary and secondary education, so there have not been many studies on higher education or the context of fully online learning. Future research should conduct quantitative meta-analyses to measure the effects of Canva Mind Mapping more objectively and develop integrated digital learning models with artificial intelligence (AI) to optimise students' creative thinking and problem-solving processes in the future.

CONCLUSION

Based on the synthesis of results in this systematic literature review, Canva Mind Mapping has been proven effective in improving students' problem-solving abilities through concept visualization, structured thinking, and creativity enhancement. This medium also increases motivation, learning activities, and critical thinking skills. Theoretically, these findings reinforce the constructivist framework and digital visual learning, as Canva Mind Mapping helps students construct knowledge through the organization of ideas and in-depth visual representations. However, its effectiveness is influenced by technological limitations, internet access, and user capabilities, and most studies still focus on elementary and secondary school levels. For future research, stronger methodological designs, such as experiments, mixed methods, or qualitative process studies, should be applied, and studies should be expanded to higher education. Integration with innovative models such as Problem-Based Learning and the use of digital technology and AI are also recommended to strengthen students' higher-order thinking and problem-solving skills.

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