Effect of Canva Application on Learning Interest and Critical Thinking of Elementary School Students

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ABSTRACT

The research is an experimental study of One Group Pretest-Posttest Design with a quantitative approach. The purpose of this study was to determine the effect of Canva application media on learning interest and critical thinking skills in science subjects at Elementary Schools Data analysis using simple linear regression analysis and multiple linear regression with the help of SPSS 22. The results of the multiple regression test found that the use of learning media based on the canva application had a simultaneous effect on interest in learning and critical thinking skills with atcount>ttablevalue of 3.640> 1.987, a significance level of 0.007. 1.987, the significance level is 0.000 < 0.05, the value ofFcount>Ftbelis 87.363> 3.95, and the Critical Thinking variableFcount>F table value is 65.122> 3.95, the significance level also shows 0.000 < 0.05. Therefore, based on hypothesis testing, it can be concluded that the use of canva application-based learning media on learning interest and critical thinking skills partially and simultaneously has a positive and significant effect.

INTRODUCTION

Learning interest and students' critical thinking skills are important factors that determine the success of learning (Putri, B.B.A., et al, 2019). Astuti (2017) notes that interest in learning will affect actions and behaviour in the learning process. In the context of learning, interest functions as a force for students to participate in learning. The growth and development of students' interest in learning is influenced by many factors, including the learning model and the use of learning media (Hajar et al, 2023). Appropriate utilisation of learning media stimulates the thoughts, feelings, attention, interest and willingness of learners in achieving effective learning goals (Sukiman, 2012; Ramli, 2012). Pande et al (2022), Indayani et al (2021) and Jannah et al (2021) noted that learning media affects students' critical thinking skills. Thus, it can be said that the appropriate use of learning media can increase students' interest and ability to think critically.

Natural Science (IPA) is a rational and objective knowledge of the natural world (Samatowa, 2011). As one of the primary school subjects, science learning aims as a tool for students to understand themselves and the surrounding environment, as well as opening up development opportunities for the application of science in everyday life. Science is conceptualised as *procedural knowledge*, namely scientific knowledge that establishes scientific methods and attitudes (Fitzgerald, 2016). Sardinah, et al (2012), Desstya (2014) defined science as a scientific product obtained through a series of structured and systematic investigation processes honestly and objectively. As a scientific product, science subjects contain facts, concepts, postulates, principles, laws, theories, and models, while as a process, science subjects are activities of observation, investigation, asking questions, measurement, grouping,

experimentation, problem solving, and clarifying understanding, concluding and communicating. To get scientific products and structured and systematic processes, scientific attitudes are needed, namely openness, honesty, rigour and responsibility. This definition illustrates that learning science requires *creative thinking* skills, *critical thinking* and problem solving, *communication*, and *collaboration* or often referred to as 21st century skills or 4C (Monica, Rizky, & Estuhono, 2021).

Science subjects are often considered difficult subjects (Andiasari, 2015; Nurcahyo *et al.*, 2017). Students' difficulties in learning science were revealed by Yunita (2019), Winarto and Sukarmin (2012), Noegroho (2017). These difficulties are due to low critical thinking skills. Various causes of science subjects are considered difficult including learning models, lack of utilisation of learning media and information technology. Ulfah (2012) revealed that science learning uses methods that are less precise and less effective, teachers who explain too quickly, the strategies used are still not appropriate and the inaccuracy in choosing learning media. Ichsan et al. (2018) stated that science learning in elementary schools tends to memorise and use conventional learning media. Teachers have difficulty developing appropriate learning media. Dwiqi, Sudatha, & Sukmana, (2020) revealed that teachers are less innovative and creative in developing digital learning media and tend to use conventional learning resources. Monica, Ricky, & Estuhono (2021) stated that it is not optimal in the use of learning media. This fact was also found by the author in observations at SD Linggang Bigung Subdistrict, where students have low interest in learning and low learning outcomes. This condition has an impact on the motivation and ability to think of students not developing, bored in participating in lessons. Therefore, learning science in elementary schools requires effective strategies to improve students' abilities in cognitive, affective, and psychomotor aspects, especially in increasing interest and critical thinking skills (Ramadhani, Zulela, & Fahrurrozi, 2021).

The characteristics of science subjects require the help of props, concrete objects so that students have a good understanding of concepts about the state of nature (Chan, 2017). Often teachers have difficulty getting concrete objects or props to explain the subject matter so that students are able to understand the material. This condition requires teachers to be creative and innovative in choosing, utilising and managing appropriate learning media so as to achieve science learning objectives. A number of studies show the effectiveness of the use of learning media. Hajar et al (2023) stated that learning media based on the Canva application had a significant effect on the learning interest of fifth grade elementary school students. Indriani et al (2023) found a significant effect of using e learning media on critical and creative thinking skills. Antika et al (2022) found the use of android-based application media had a significant effect on learning interest and critical thinking skills. Pande et al (2022) found the significance of the use of Microsoft office 365 on critical thinking skills and learning outcomes of grade v elementary school students. The findings of a number of studies are in accordance with the findings of Jannah (2021) which states that forms of digital media innovation in learning can improve students' critical thinking skills.

In order to explain science concepts, it requires learning that can provide direct learning experiences through the use of information technology and the development of process skills and scientific attitudes (Indayani et al, 2021). In providing this direct learning experience, teachers are required to be able to utilise information technology to clarify abstract science concepts to be more concrete with multimedia learning media so that science learning is of higher quality, memorable and meaningful (Fakhri et al., 2018; Rianawaty, 2014). Information and communication technology-based learning media is a tool used in the learning process by utilising information and communication technology (Pulungan, 2017). The utilisation of information and communication technology as learning media can contribute significantly to learning (Wicaksono et al., 2017). Information technology is everything related to the process, manipulation, use as a tool, and management of information, while communication technology is everything related to the use of tools in processing and transferring data from one device to another. Mastery of information and communication technology means the ability to use and understand information and communication technology tools in general including computer and information literacy (Rahim, 2011). The utilisation of information

and communication technology in learning is one component of learning preformation to improve learning effectiveness (Maulana et al., 2015; Supeno et al., 2018).

One form of utilisation of information and communication technology as a learning medium is the use of the canva application. The canva application is an online design application programme that provides various attractive features such as presentations, pamphlets, posters, brochures, banners, resumes and so on (Pelangi, 2020). Canva can be one of the tools for teachers in the learning process in the classroom Hajar at al (2023) found that canva had a significant effect on increasing interest in learning science in Grade V SD. Furthermore, Hajar at al (2023) stated that learning media based on the use of the canva application can help in making learning media. Making learning media using the canva application makes it easier for teachers to deliver material and is interesting. Learning media with the canva application programme can adjust to the level of thinking of students and can motivate them to develop creativity.

There are relatively many studies on learning media in order to increase students' interest and thinking ability. Research on canva application learning media to increase students' interest and thinking ability is still very limited to the best of the author's knowledge. The author's observations of grade VI elementary school students in Linggang Bigung District found a low interest in learning, especially science subjects. More than that, many learners feel bored and bored. The critical thinking skills of students appear to be less skilled and trained. Based on the above background, the effect of the use of learning media based on the canva application in order to increase the interest and thinking ability of students in elementary schools in Linggang Bigung District is increasingly interesting to research and find its relevance.

LITERATURE REVIEW
Utilisation of Canva App-Based Learning Media

Canva application is a tool to be used by teachers in planning learning activities with online-based graphic design Canva offers easy access through both mobile and desktop devices. Canva is an application that can be used on laptops and Android devices. This application utilises the internet to create a variety of designs, including presentations, resumes, posters, pamphlets, brochures, graphics, info lines, banners, flyers, certificates, diplomas, invitation cards, and YouTube (Siregar et al., 2021). According to Tanjung and Faiza (2019), Canva offers a number of advantages, such as: (1) Providing various types of designs with attractive appearance; (2) Increasing innovation for teachers and students (3) Shortening time efficiently in making learning media; and (4) Can be used via mobile phone devices (Restu Kurnia & Titin Sunaryati, 2023). Based on the opinion of Tanjung and Faiza (2019), there are several advantages of the Canva application starting from providing various designs, can increase the creativity of both educators and students, can save time and be practical.

This Canva application can be designed easily with a variety of displays so that it can be adjusted to the needs of learning. Canva application media has the benefit of being able to save time in designing learning, making it easier for teachers to play a very important role in conveying learning material, especially in helping students understand abstract concepts. by using Canva teachers can present various interesting elements such as animation, audio, video, images, graphics and text and other interesting elements as needed. The diversity of impressions can help students focus on learning, not only making the material more interesting, but also helping more focus on receiving learning. (Hapsari et al, 2021) (Citradevi, 2023). Based on this description, it can be said that the Canva application is an application that is easily accessible with attractive features and a variety of templates so that it can be used for education, especially in creating learning media such as in science learning.

To utilise Canva in developing learning media, there are a number of steps that must be taken. The steps in how to utilise canva are as follows:
1) Using a PC, we can connect Canva on the website if using a mobile phone, users can first download the Canva application via PlayStore.
2) Login using your google account

3) If after logging in is visible on the screen, then the user can choose various customised templates.

4) Furthermore, you can choose the desired template theme, then you can add images, animations, and audio according to your needs.

5) Once the materials are designed, it is easy to share them with other users via a direct link. In addition, users also have the option to download the created materials in various document files, such as PDF and PPT.

Based on the steps above, the Canva application is very easy and practical to use. With this application, teachers can create learning media with designs that are diverse and interesting (Rahmayanti et al., 2023). Canva has several advantages including having graphic designs, animations, templates, Canva users can speed up the efficient learning media design process, as well as provide images with good resolution and improve slide printing. Users can create learning media at any time, either through leptop or mobile phone. However, one of Canva's weaknesses is its dependence on a stable internet connection, some are paid and some are unpaid (Yuliana et al., 2023). Thus, it can be concluded that the Canva application can be utilised in learning activities in areas that have internet access by downloading the Canva application for free via an android device or laptop.

The utilisation of video media is very suitable in the context of education in primary schools, given the characteristics of students at this level. Innovation in education that can be applied is the use of learning media in the form of videos made with the Canva application. According to Sukiman (2012), learning videos have the ability to display images and emit sound simultaneously. In learning that uses Canva in the form of videos, its effectiveness has been proven so that it can attract students' attention during the teaching and learning process (Putri and Mudinillah, 2021) (Restu Kurnia & Titin Sunaryati, 2023). The animated videos created have the ability to encourage students in the learning process and help them understand the material. Many primary school learners often feel bored during lessons, which can reduce their motivation. Therefore, the use of videos that match the characteristics of learners can increase their enthusiasm for learning

Learning Interests

Every individual has a strong drive to connect with the elements around them. If the element provides happiness, there will be great interest in learning about it, because it is considered very meaningful. Interest can be understood as a feeling that shows that an activity has a high score for a person. When learners' interest in learning is high, they tend to be more enthusiastic in undergoing the learning process. The use of varied and meaningful learning media can have a positive impact on students' interest and learning improvement (Zulfadewina et al., 2020; Restu Kurnia & Titin Sunaryati, 2023). Thus it can be conveyed that interest is a desire for something and will try to achieve it. Indicators of interest in learning according to Sumarmo (2017) include the following aspects: (1) a sense of pleasure, (2) attraction to the material, (3) attention given to certain things, (4) active involvement in the learning process, (5) perseverance in the learning process and completion of assigned tasks, (6) discipline and consistency in learning, and (7) time management by preparing a study schedule. Apriyanto and Herlina (2020) said that learning interest indicators include (1) the emergence of a sense of pleasure, (2) students' interest in the learning process, (3) the attention given by students in learning activities, and (4) students' participation during the learning activity process. Based on the proposed indicators, it can be conveyed that interest in learning shows the involvement and commitment of students to education (Asih & Imami, 2021).

Indicators of learning interest can be assessed through several aspects, including: a) feelings of pleasure, b) attention during the learning process, c) the attractiveness of the subject matter and the actions of the teacher are inspiring, and d) the benefits of doing the learning (Astuti, 2017). Therefore, in the context of learning Natural Sciences (IPA), interest indicators can be developed as follows:

Table 1 Indicators of Learning Interest

Learning Interest Indicator	Sub Indicators
Good Feeling	a. Generates a sense of excitement about learning b. Full of enthusiasm in learning activities c. Have no sense of d. Always attend when learning activities are organised e. Feeling at ease when receiving lessons f. Have no sense of compulsion
Attention	a. Always listen to every explanation given by the teacher b. Always write what is important when the teacher gives an explanation c. Take notes during discussion d. Getting into the habit of thinking about lessons e. Always f. Do not feel any obstacles
Interes	a. Demonstrate a caring attitude b. Assignments are done on time c. Fostering a love of learning d. Preparing for the lesson e. Always give a response f. Strive to complete the test
Learner Engagement	a. Always actively ask questions if you do not understand b. Getting into the habit of actively responding c. Always actively respond to any questions given d. Carry out practical activities e. Making a f. Always carry all equipment or

Critical Thinking Ability

Critical thinking is the ability to use logic in a rational decision-making process Mabruroh 2019). Khaeruddin (2019) said that critical thinking is a process for someone to know and decide the truth. In the context of learning, critical thinking can be interpreted as a person's metacognitive ability to validate something using logic and a process in deciding something (Agustia et al., 2024).

Learners who have critical thinking skills have a number of indicators. Reeder (1984) states that there are 6 (six) indicators of critical thinking skills, namely:

1) Focus: Learners are able to answer questions logically and relevantly.
2) Reason: Learners can give sound reasons for their decisions, based on relevant facts at each step.
3) Inference: Learners are able to draw appropriate conclusions through the identification process when solving problems.
4) Situation: Learners can utilise all available information in the context of the problem at hand.
5) Clarity: Learners are able to give an explanation of their aims and objectives.
6) Overview: Learners can comprehensively analyse the results obtained through the FRISCO thinking process from start to finish.

Radityastuti et al. (2020) stated that students will be able to show good critical thinking skills with the specified indicators. Critical thinking can be interpreted as an independent decision-making process that leads to interpretation, analysis, evaluation, criteria, or contextual considerations for making decisions. Therefore, as a process, critical thinking indicators include:

(1) **Interpretation**: refers to the ability to understand the given problem and convey it clearly as obtained and understood from the test. Learners are expected to be able to provide understanding and be able to explain the essence of the problem that has been expressed.

(2) **Analysis**: identifying relationships between statements and concepts contained in the problem presented, making it possible to provide an adequate explanation. Learners are expected to be able to parse or categorise information to provide an accurate explanation.

(3) **Assessment** is the process of applying the right method or way about the problem, so that it can provide an effective solution. It is expected that learners can solve or resolve problems in a critical and logical way.

(4) Inference is the process of making a decision based on a given expression and context. Learners are expected to draw conclusions from information by considering the expression and context.

Williams (2011) and Anisa (2017) argue that learners who have critical thinking skills have a number of characteristics, namely 1) Skilled in using evidence as the basis for arguments. 2) adept at connecting and organising thoughts in a concise way, 3) able to distinguish between valid and invalid arguments, and understand the difference between arguments and rationalisations. 4) Have the skills to recognise similarities and analogies in contexts that may not always be obvious. 5) Be independent and skilful in applying problem-solving techniques. 6) Able to speak clearly based on accurate information. 7) Able to self-reflect and be alert to the limits of understanding.

Critical thinking skills have the benefit of generating a variety of answer options and creative ideas, facilitating understanding of others' perspectives, and supporting effective collaboration in teams. In addition, it increases an individual's independence, opens up new opportunities, reduces the risk of misunderstandings, and makes one more difficult to deceive. This shows the importance of critical thinking skills, as it enables individuals to create innovative ideas and make decisions more independently (Prasetyo and Rosy, 2021; Des et al., 2024).

Teachers have an important role in selecting and managing the right media to meet the needs of learners and the applied curriculum. By utilising Canva-based multimedia, teachers can adapt learning materials to learners' learning styles such as visual, auditory, and kinesthetic. This allows teachers to create a fully interactive and collaborative learning environment, which in turn strengthens the relationship between teachers and learners in the learning process. Teachers can provide immediate direction and feedback quickly. Thus, optimising the use of interactive learning media can increase the effectiveness of learning in achieving learning objectives (Suryani et al., 2024).

METHOD

This research is an experimental research with a quantitative approach. The purpose of this study was to determine the extent of the effect of the use of the canva application on learning interest and critical thinking skills of elementary school students (SD) in science subjects. This research design is One Group Pretest-Posttest because it only involves one experimental group, without the existence of a comparison group.

The population of this study were students of Class VI of SD Negeri 001 Linggang Bigung and Class VI of SD Negeri 003 Linggang Bigung, in Linggang Bigung District, West Kutai Regency. The sample size of this study was 90 respondents consisting of 47 from SD Negeri 001 Linggang Bigung and 43 from SDN 003 Linggang Bigung. Data collection methods were carried out by observation, interview and distribution of questionnaire study instruments with closed questions using a Likert scale as well as pretest and posttest. The sample selection was done randomly. The collected data were analysed by multiple linear regression with the help of SPSS 22 software.

This study consists of one independent variable (Y), namely the use of the canva application and 2 (two) dependent variables, namely Learning Interest (X1) and Critical Thinking Ability (X2).

To determine the effect of canva application utilisation on learning interest and critical thinking skills, the research equation model developed is presented in the following figure:
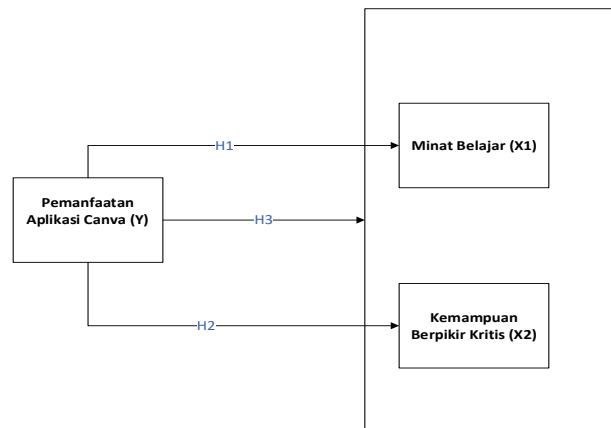

Figure 1 Research Model

Based on this equation, the hypothesis proposed in this study is:
H1:   The use of Canva application has a significant effect on the learning interest of elementary school students in science subjects.
H2:   The use of canva application has a significant effect on the critical thinking skills of elementary school students in science subjects.
H3:   The use of canva application has a significant effect on learning interest and critical thinking skills of elementary school students in science subjects.

RESULT AND DISCUSSION
Descriptive Analysis
The sample data collected in the study totalled 90 respondents. The results of data collection show the interest and critical thinking ability of elementary school students towards science subjects. Description of interest and interest and critical thinking ability of elementary school students towards science subjects can be seen clearly in the following table:

Table 1 Level of Learning Interest and Critical Thinking Ability

No.	Variables	High	Medium	Low	Total
1	Learning Interests	54,4%	14,4%	31,2%	100%
2	Critical Thinking Ability	64,4%	4,44%	31,2%	100%

Source: Analysis, 2025

Based on this table 1, it can be explained that the variables of interest and critical thinking in science subjects in State Elementary Schools in Linggang Bigung District, students' interest in the high category with a total percentage of 54.44% or as many as 49 people, a medium category with a total percentage of 14.44% or as many as 13 people, a low category with a total percentage of 31.11% or as many as 28 people. Critical thinking of students for the high category 64.44% or as many as 58 people, medium category 4.44% or as many as 4 people, low category as many as 31.11% or 28 people. This means that in general, interest and critical thinking occurred in two public primary schools in Linggang Bigung District in the high category.

The use of Canva application affects students' interest and critical thinking skills in science lessons at elementary schools in Linggang Bigung sub-district. Before learning, the mean score of students' interest in learning was 35.58 with a standard deviation of 6.519. The lowest score recorded

was 15 with one student, while the highest score reached 49 with one student. After the learning, the average learning interest increased to 42.69 with a standard deviation of 5.988, with the lowest score of 28 from one student and the highest score of 59.

From the data regarding the experimental group's learning interest before science learning, there were 2 students (2.22%) who were in the insufficient category, 15 students (16.67%) in the sufficient category, 69 students (76.67%) in the good category, and 4 students (4.44%) in the excellent category. Meanwhile, after IPA learning, 3 students (3.33%) were in the moderate category, 61 students (67.78%) in the good category, and 26 students (28.89%) in the excellent category.

The average value of critical thinking before the learning process was 34.04 with a standard deviation of 6.596. The lowest score obtained was 15 with a frequency of 1 student, while the highest score was 47, also with a frequency of 1 student. After learning, the average value of critical thinking became 1.83 with a standard deviation of 6.321, where the lowest value obtained was with a frequency of 1 student and the highest value achieved was 58. Before science learning, critical thinking data from the experimental group showed that 1 student (1.11%) was in the less category, 22 students (24.44%) in the sufficient category, 65 students (72.22%) in the good category, and 2 students (2.22%) in the excellent category. After science learning, based on the experimental group's critical thinking data, there were 5 students (5.55%) who were in the moderate category, 59 students (65.55%) in the good category, and 26 students (28.89%) in the excellent category.

The mean score of the critical thinking test before learning was 56.89 with a standard deviation of 12.375. The lowest score obtained was 40, which was achieved by 1 student, while the highest score reached 85, also by 1 student. After learning, the average of critical thinking test increased to 77.61 with a standard deviation of 7.869. The lowest post-learning score was 65, achieved by 1 student, while the highest score reached 100.

In the experimental group test data before science learning, there were 14 students (15.56%) who were in the low category, 47 students (52.22%) who were in the moderate category, 27 students (30%) in the high category, and 2 students (2.22%) who were in the very high category. After science learning, the critical thinking test results showed that 65 students (72.22%) were in the high category, and 25 students (27.78%) were in the very high category.

The Effect of Canva Application Utilisation on Learning Interest

The test results show a positive impact of using the Canva application on learning interest with a simple linear regression equation, namely $Y = 3.317 Y_1 + 0.906$. This equation shows that every increase in the use of Canva by one unit, will increase interest in learning by 0.906.

The results of the calculation of the statistical test and the t value show that the value of $t_{count} > t_{(table)}$ is 59.821> 1.987, the significant level also shows 0.000 <0.05. This shows that the proposed hypothesis can be accepted. This means that the use of the Canva application has a significant influence on the learning interest of elementary school students in science subjects.

The results of this study are in line with the findings of previous studies which show that the Canva application has the advantage of increasing students' enthusiasm when participating in classroom learning (Hapsari & Zulherman, 2021; Faiqah & Rukmana, 2022). The diversity of animations offered by Canva makes it easier for students to understand the application of learning materials in everyday life. Other research also shows that the Canva application can increase student learning motivation in the classroom (Sari & Fatonah, 2022).

The Effect of Canva Application Utilisation on Critical Thinking Skills

Utilisation of the canva application has a positive relationship and a significant effect on improving the critical thinking skills of elementary school students in science subjects. The resulting regression equation, $Y = 0.708Y_2 + 0.946$, shows that any increase in the use of the canva application by one unit will increase the ability to think critically by 0.946. The test results of the $t_{calculated}$ value > $t_{(table)}$ which is 43.472> 1.987, the significance level also shows 0.000 <0.05, indicating that the use of the canva application has a significant effect on critical thinking. This means that the hypothesis

proposed in the study can be accepted.

Previous research shows that the use of Canva-based learning media has a positive effect on student cognitive outcomes (Anam et al., 2023; Erdyati et al., 2024). The research findings are also in line with the findings of Septiarini et al (2023), Erdyati et al (2024) which state that Canva application affects students' critical thinking skills, how teachers and participants perceive the use of Canva, and how effective Canva is in improving the learning process

The Effect of Canva Application Utilisation on Critical Thinking Skills

The multiple regression results show that the t_{count} value > $t_{(table)}$ is 3.640 > 1.987, the significance level is 0.000 < 0.05, which shows the use of canva has a significant effect on interest and critical thinking. Based on the Interest variable where the F_{count} value > Ft_{abel} is 87.363 > 3.95, and the Critical Thinking variable F_{count} value > Ft_{abel} is 65.122 > 3.95, the significance level also shows 0.000 < 0.05, then simultaneously the use of canva has a significant effect on interest and critical thinking. The test results show that the hypothesis proposed that the use of canva has a simultaneous effect on learning interest and increasing the critical thinking skills of elementary school students on science lessons can be accepted.

Meanwhile, for the results of the coefficient of determination (R Square) test produce an R square number (0.977) which is equal to 97.7%. This figure means that the variance of the Canva utilisation variable (Y) contributes a value of 97.7%, and the remaining 2.3% is influenced by other variables not examined in this study.

CONCLUSION

The study found that the use of canva application-based learning media partially and simultaneously had a positive and significant effect on learning interest and critical thinking skills of students in science subjects at Elementary Schools in Linggang Bigung District. Hypothesis test of the effect of canva utilization on learning interest found the T value of 59.821 > 1.987, with F table = 3.95, the value of F count is 3578.611 > 3.95 so it can be concluded that the proposed hypothesis can be accepted, which means that there is a significant effect of canva application-based learning media utilization on learning interest. For the Hypothesis Test of the effect of canva utilisation on critical thinking skills, the T value is 43.472 > 1.987, the F value is 1889.800 > 3.95, it can be concluded that the proposed hypothesis can be accepted, which means that there is a significant effect of the use of canva application-based learning media on critical thinking skills.

The results of multiple regression tests found that the use of canva application-based learning media simultaneously affects interest in learning and critical thinking skills with a t_{count} value > $t_{(table)}$ which is 3.640 > 1.987, the significance level is 0.000 < 0.05, the value of F_{count} > Ft_{bell} is 87.363 > 3.95, and the Critical Thinking variable the value of F_{count} > F table is 65.122 > 3.95, the significance level also shows 0.000 < 0.05.

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