



The Impact of Inquiry Collaboration Project Based Learning Model of Indonesian Language Course Achievement

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The issue of International Learning is currently leading to Inquiry Collaborative Project-Based Learning. This learning is oriented to investigate and self-discover through projects carried out by students in collecting data on daily lives and being able to develop their learning abilities. This study aims to examine the impact of Inquiry Collaboration Project Based Learning on students' learning achievement in Indonesian language course. The object of study consists of 36 students in class 1A (N = 36). Data was collected using test and questionnaires. In the learning process, the lecturer of Indonesian language course taught the experimental group using Inquiry Collaboration Project Based Learning. The control group was taught using traditional instruction. The data was analysed using independent, t-test dependent group, test of Mann-Whitney U, content analysis, and descriptive analysis. The comparison findings of post-test mean in experimental and control groups showed that the students in experimental group scores were higher than those in control group ($p < 0,05$). The conclusion of this research is that the Inquiry Collaboration Project Based Learning model take effect on students' learning achievement in Indonesian language course.

Keywords: inquiry, collaboration, project based learning, model, achievement

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INTRODUCTION

The issue of using the current learning model leads to Student Centered Learning (SCL) (Darmuki et al, 2018; Wahyuddin et al., 2022), one of which is finding knowledge (inquiry learning) through project learning. This issue the use of learning models has also developed into an international issue that emphasizes students to find their own knowledge through a project based learning (Baran et al., 2018; Cairns & Aarepattamannil, 2019; Donohue et al., 2020; Ellwood & Abrams, 2018; Erenler & Cetin, 2019; Hubber et al., 2018; Khalaf & Zin, 2018; King et al., 2018; Mataka & Taibu, 2020; Roll et al., 2018; Sedwick et al., 2018). Nowadays, this the use of learning models issue also develops and becomes popular in Indonesia (Artayasa et al., 2018; Dewi & Mashami, 2019; Effendi et al., 2019; Gunawan et al., 2019; Gunawan et al., 2020; Hastuti et al., 2020; Hermansyah et al., 2019; Kartono & Shora, 2020; Santyasa et al., 2020; Widiawati et al., 2018; Yuliati et al., 2018). The learning process in Indonesia leads to the Inquiry Collaboration Project Based Learning (Palupi et al., 2020). Students are required to acquire their own knowledge and concepts through projects that have been assigned by the lecturer in the Indonesian language course.

Problem faced by lecturers in teaching Indonesian language subject is that they cannot utilize interesting learning model and varied method (Darmuki, 2014). The less interesting learning has not implemented varied learning model (Affandi et al., 2022). It makes students to be less interested in learning Indonesian language subject which causes their learning outcomes to be low (Diana, 2016). Moreover, lecturers also do not maximize students to be actively involved in the learning process (Darmuki et al., 2018). In this case, lecturers' creativities in utilizing varied learning model are very needed to improve students' involvement in learning the problems directly and finding alternative solutions for it (Gao & Solin, 2017).

The lecturer has an important role in the continuity of teaching and learning interaction between learning sources and students, among students, between students and their learning environments (Darmuki & Hariyadi, 2019; Hidayati et al., 2020). In addition, the lecturer has to also master the various learning models to achieve learning goal (Darmuki et. al., 2017; Darmuki et al., 2018; Darmuki et al., 2019; Supena et al., 2021). The lecturers are not only required to master various learning models but they also have to be able to develop and collaborate various learning models based on the students' needs and characteristics. In managing the learning activities of Indonesian language course, the lecturer has to be able to collaborate various learning models that are in accordance with the characteristics of the Indonesian language course materials.

Most students consider that the Indonesian language course is a difficult subject. They experience significant problems in changing concepts related to this subject into concrete understanding (Ojaleye & Awofala, 2018). The learning of language Indonesian should be able to provide opportunities for students to be creative in understanding and discovering through project activities. Meanwhile, the question is: why the Indonesian language course is a difficult subject? Even though students face the concepts of language Indonesian in their daily lives, they still have difficulties in studying and concrete the language Indonesian comprehensively. Many studies have

been carried out to on issue the use of this learning model. Students are more successful when they are actively involved in classroom activities and able to implement the concepts in everyday life (Yalçın et.al., 2009: 82). In line with this, it can be said that the model applied in the learning environment is a key to the students' access on the information in it (Darmuki et.al., 2017).

The results of research by Baran et al. (2018) illustrates that project based learning in which students are very actively contribute to more meaningful learning. In the context of constructivist learning, project based learning is one of student centered learnings that allows students to learn by problem solving and looking for theories to solve it (Santayasa, 2020: 1078). Inquiry learning model is a student centered learning that attract students to the learning center through activities to get information in groups (Irdalisa et.al., 2020: 34; Margunayasa et. al., 2019: 738). The inquiry learning which conducted in the students' activities is very prominent in the meaningful learning through discovery (Constantinou et.al., 2018: 5; Muskita et. al., 2020: 520). The use of inquiry learning that involves the concepts of daily life has a positive impact on the students' affective development while creating fun learning (Artayasa et.al., 2018: 236). Project based learning is a learning model that provides students the freedom to plan learning activities, carry out project collaboratively, and ultimately create work products that can be presented.

The inquiry learning is divided into three types: 1) structured inquiry, 2) guided inquiry, and 3) opened inquiry. The type that is suitable for students is guided inquiry learning because the students do not have much experience in it (Ellwood at. el., 2018; Kartono at. el., 2020). Guided inquiry emphasizes the importance of students' self discovery process. It has six stages, namely: 1) orientation, 2) problem formulation, 3) hypothesis formulation, 4) data collection, 5) verification of results/hypothesis testing, and 6) conclusion. In Indonesia, the inquiry learning model is popular and has an important role in supporting learning in various fields of science, especially in learning language Indonesian.

The inquiry learning model has the advantage that the help students develop mastery of students' cognitive skills and processes, arouse students' passion (Darmuki et.al., 2017; Darmuki et.al., 2018; Effendi et.al., 2019). In addition, it also provides opportunities for students to be able to share ideas, thoughts, and information or material with themselves and other students (Darmuki et. al., 2019; Darmuki & Hidayati, 2019; Darmuki & Hariyadi, 2019). Students are also active in evaluation, so they feel that they are involved and appreciated in the learning process. Project based learning is an active learning model that involves project activity in the learning process (Powell et.al., 2019; Santayasa et.al., 2020). This learning model is part of student centered learning. Projects carried out by students are in form of personal project or group project that are held collaboratively within a certain period of time. It creates a product which will be presented in class. The implementation of the project is collaborative, innovative, and unique which focuses on solving problems related to students' lives. Using project based learning, the students are able to easily connect the context knowledge with their daily lives. Strategies that involve real-life learning in the form of project and inquiry learning

can increase students' curiosity to learn (Wildan et. al., 2019). Through inquiry project Collaboration based learning, the learning process related to students' daily lives asks them to create their own learning profiles while solving the real-life problems using acquired knowledge (Palupi et.al., 2020).

The implementation of Inquiry Collaboration Project Based Learning in the classroom can develop students' skills and beliefs such as group-work skill, life skill (managing team, planning, budgeting, etc.), cognitive processing skill (being brave to make decision, think critically, find solution to the problems, etc), self-management skill (setting goal, organizing data, managing time, etc.), attitude (keep learning, willingness to progress), personal trend (self-direction, achieving goal), belief (never give up) (Roll et. al., 2018; Wahyuni et.al., 2019). The procedures of Inquiry Collaboration Project Based Learning that have been developed by The George Lucas Educational Foundation (in Prayogi et. al., 2018) consist of: (1) asking essential questions to students, (2) designing project assignment, (3) arranging project schedules, (4) monitoring students' activities, (5) assessing student success, and (6) evaluating students' learning experiences. The Inquiry Collaboration Project Based Learning model has several characteristics such as the students find important ideas and ask questions, they gain understanding in the investigation process in accordance with their needs and interest, they create products and are able to think creatively and critically, they are skilled at investigating, and connecting with real-world problems and authentic issues.

The Inquiry Collaboration Project Based Learning model drives students to be actively involved, gain experiences, and develop their creativity. The students are also able to solve problems systematically and logically because they are required to be creative with their own knowledge based on their experiences. Moreover, they have to find solutions to the problems, so the learning process is not only centered on the lecturer, but it is also student centered learning. At last, it is hoped that it will improve students' achievement in the Indonesian language course and their creative thinking ability. In addition, the Inquiry Collaboration Project Based Learning model will lead students to be independent and responsible for what they have learned.

The Inquiry Collaboration Project Based Learning model drives students to have reflective, scientific, logical, and systematic learning skills in line with the characteristics of Indonesian language course, so that the learning is more meaningful and enjoyable. Through Inquiry Collaboration Project Based Learning model, the students will have opportunity to improve their scientific processing skills through questioning, discussion, observation, prediction, conducting experiments, collecting and analysing data, and sharing findings of their peers (Palupi et. al., 2020). The activities of Inquiry Collaboration Project Based Learning in the field of science (Panasan, 2010) are very suitable for learning Indonesian language course. The principles and theories of language Indonesian in all fields are suitable for applying the Inquiry Collaboration Project Based Learning model in which daily life problems become its center and source of inspiration (Chu et al., 2011). In the Inquiry Collaboration Project Based Learning model, the students are expected to find ways to solve language Indonesian problems that are adapted from everyday life (Palupi et al.,

2020). They gain learning opportunities by carrying out and concretizing it. Through Inquiry Collaboration Project Based Learning model, students participate actively in finding and solving problems (Fan & Ye, 2022) about language Indonesian. In other words, the implementation of Inquiry Collaboration Project Based Learning model not only improves students' attitude and motivation in class, but it also leads to higher students' achievement according to research results Arend (2013).

The Inquiry Collaboration Project Based Learning model is an effective learning model to develop students' cognitive, emotional, and psychomotor skills (Palupi et al., 2020). This learning model applies activities through projects based on the students' problems in their daily life. It is a learning model with a constructivist approach in which students are involved in solving problems by designing solutions through products. According to Palupi et. al. (2020), the Inquiry Collaboration Project Based Learning model has some advantages, namely: 1) the learning situation is more enjoyable, 2) increases students' motivation to learn, 3) encourages students to develop and practice communication skills, 4) increases self-confidence in expressing opinions through discussion and catechizing, 5) improves students' abilities in problem solving, and 6) students become more active and successful in solving complex problems. According to Liawati et al. (2017), it requires careful planning and much time allotment in the preparation of project planning. The implementation of Inquiry Collaboration Project Based Learning uses 5 syntax (Baran et. al. 2018), each of it facilitates students in understanding the materials. The syntax of Inquiry Collaboration Project Based Learning model starts from activities to plan investigations through the problem formulation. The problems are discussed in groups. The discussion activity helps students solve the problems to create products and practice group communication. The last syntax of Inquiry Collaboration Project Based Learning model is to communicate the results (Saputra et al., 2019).

Students who use Inquiry Collaboration Project Based Learning model are more interested, have fun, and less bored to learn the materials. It can be more fun and meaningful for students. Ellwood at. el. (2018) says that 'inquiry' is a interesting learning model which aims to develop social harmony and emotional maturity through the use of physical and mental skills. It has its own specific rules, and is limited to a certain time and place in which social groups are formed through voluntary participation that involve all participants. The educational activities, which implement inquiry learning model, increase the students' success and facilitate the learning process (Yanto et al, 2019). The scientific principles and theories, especially those that constantly encountered by students in their daily lives through inquiry, contribute to the academic success and emotional development. The inquiry project based learning is useful and effective in motivating students during the class demonstration. It has been used intensively in the class for a long time (Yuliati et al, 2018). When Inquiry Collaboration Project Based Learning model is fun, the activities that occur can be implemented in a learning situation by considering the students' characteristic.

Another study on project based learning model conducted by Saputra et.al. (2019) reveals that the development of project based learning model collaborated with jigsaw learning model can increase students' creativity. Similar research has also been conducted by Baran et. al. (2018). It concludes that project based learning model influences students' achievement and can improve their motivation and creativity. A study by Hariyadi and Darmuki (2019) reveals that project based learning model is more effective in increasing students' creativity compared to conventional learning model (the implementation of cooperative learning model in type of STAD/Student Team Achievement Division).

There is no research that uses project based learning together with the inquiry learning. This is an important deficiency in educational literature. This study is very needed to be carried out in order to find practical solutions for the problems in learning Indonesian language subject in which the inquiry collaborated with project based learning model is implemented to improve students' learning outcomes. Based on the premise that students should play an active role in accessing information, this study in which project based learning and inquiry learning are used simultaneously aims to examine the effect of these learning models on the students' achievement in learning Indonesian language course . The purpose of this study is to improve the students' cognitive, affective, and psychomotor developments. Correspondingly, this study can inform the potential student-centered learning in academic fields and level. This study aims to examine the impact of Inquiry Collaboration Project Based Learning on students' learning achievement in Indonesian language course . The hypothesis of this study is stated that there is an influence of Inquiry Collaboration Project Based Learning on student achievement in the Indonesian language course.

Inquiry Collaboration Project Based Learning Model

The Inquiry Collaboration Project Based Learning learning model has a characteristic where knowledge is found through problems by students who are members of active collaborative groups. The perspective of constructivism approach and collaborative learning (problem-based) emphasizes the importance of student participation in learning activities. The integration of the constructivist view (Inquiry) -Collaborative (Project Based Learning) views that knowledge is built from the process of forming active individuals and the process of inculturation through social interaction. The inquiry learning model developed by Arend (2013) will be collaborated with project-based learning. In this way, the Inquiry Collaboration Project Based Learning learning model is formed.

The Inquiry Collaboration Project Based Learning learning model requires students to learn through finding answers to problems, so that it has the potential to empower critical and creative thinking, and increase students' scientific mastery (Chu et al., 2011). The Inquiry Collaboration Project Based Learning model requires lecturers to view the class as a learning community to solve problems (Fan & Ye, 2022). Students in the class are not only active in learning facts based on problems, but are also active in practicing finding skills from existing problems (Darmuki et al., 2017). The ideal learning community encourages students to learn to find references from various sources

including textbooks, lecturers, and the results of communication between them and their lecturers. (Darmuki et al., 2018)

Theoretical Review

Learning is a process of cognitive and behavior change as a result of interactions between individual and his environment in fulfill the needs of life (Darmuki, et.al., 2018). It is the main process in education. According to Darmuki & Hidayati (2019), learning is an act of student's complex cognitive and behavior. As an action, learning is only experienced by students. They are the determinants of the learning process (Darmuki & Hariyadi, 2019). Trianto in Darmuki,et.al. (2017) argues that the learning process occurs in many ways, lasts all the time, and leads to a change in learner.

Language Indonesian is one of the subjects taught to first semester students of the Indonesian Language and Literature Education Study Program, IKIP PGRI Bojonegoro. This course aims to examine what language is, how to study it, and its advantages. Abstract learning materials contain many theories that require students' attention to gain a good understanding, so interesting learning is needed to help them understand it (Artayasa et.al., 2018; Baran, et.al., 2018). So far, Indonesian language learning has been carried out using a teacher-centered approach.

The inquiry learning model is a series of learning activities that emphasize the process of critical and analytical thinking to find the answers to questions (Constantinou, et.al., 2018: 5). It is a process of building questions, investigating, and creating knowledge and new ideas that involve students in the learning process (Muskita et. al., 2020: 520). Inquiry is a learning model that tries to instill a basis of scientific thinking to the students, so they can learn more on their own and develop their creativity in understanding and solving problems (Ellwood, et. al., 2018). Inquiry is the teacher's teaching technique. It is a learning model that creates conditions in which students can be the investors. In addition, it drives students to find and use various informations and ideas in improving their knowledge related to the problems given (Kartono at. el., 2020).

The stages of inquiry learning are observing, formulating problems, formulating initial hypothesis, collecting data or informations needed to solve problems, testing hypothesis, and drawing conclusions (Yanto, 2019). These stages are related to guided discovery learning which facilitates students in formulating problems, providing hypothesis, collecting data, analysing data, and conveying ideas in making conclusion (Sedwick, 2018).

In the stages of inquiry learning model, the students are first asked to observe the problems given. Moreover, in the inquiry learning, the lecturer does not only prepare the materials to be mastered. But, they also plan it well to make students find the materials that have to be understood. In the inquiry learning, they are given problems that must be solved in groups. In this way, the learning atmosphere makes them play an active role in the learning process. The learning does not only require students to master the materials, but also ensure about what they learn can be useful in their lives.

Project based learning has the potential to provide more engaging and meaningful learning experiences for students. It is process-centered learning which focuses on problem, has time focused, including meaningful learning that combines concepts from several components of knowledge and fields of study (Santayasa, et.al., 2020). This learning model is student-centered learning with project assignments. Project based learning has great potential to train students' activeness and thinking process that lead to their creative thinking skill.

Project based learning utilizes projects / activities as learning media (Baran, et.al., 2018). The lecturer asks students to explore, assess, interpret, synthesize, and provide information in a meaningful way. This learning model uses problems as a first step in collecting and integrating new knowledge based on their real experiences (Ojaleye & Awofala, 218). Project based learning is a model that emphasizes student-centered learning in a project, so it allows students to build their own learning and achieve its maximum outcomes in a realistic result such as the students' works (Palupi, et.al., 2020).

Project based learning uses projects as learning media to achieve competences in attitudes, knowledge, and skills (Santayasa, et.al., 2020). This learning emphasizes students' activities to solve problems by doing research, analysing, creating, and presenting the learning products based on the real experiences (Powell, et.al., 2019). This learning allows students to work individually or in groups in constructing authentic products that come from daily life's problems (Choden & Kijkuakul, 2020). Project based learning has powerful potential to provide students' learning experiences that are more interesting and enjoyable (Yuliati et.al., 2018).

Project based learning is supported by constructivist learning theory which believes that students are able to build their own knowledge. Furthermore, it is also supported by vygotsky's theory which provides a basis for cognitive development through developing intensity of interpersonal interactions. It is a learning method that uses problems as a first step in collecting and integrating new knowledge based on students' real experiences. It is designed to be implemented on complex problems that students need to investigate and understand. Through this model, the inquiry process begins by asking questions and guiding students in collaborative project that integrates various subjects in the curriculum. This study aims to examine the impact of Inquiry Collaboration Project Based Learning on students' learning achievement in Indonesian language course.

METHOD

Research Design

This study was quasi-experimental research. This design took two groups, namely control group and experimental group. The control group was taught using conventional learning with varied lectures. The experimental group implemented Inquiry Collaboration Project Based Learning learning model. Both groups were given a post-test. The primary data collected was then processed and analysed to find out whether

there was an influence of Inquiry Collaboration Project Based Learning learning model on students' achievement.

The application of procedure lasted for 4 weeks. This period did not include the pre-test and post-test. At the beginning of study, the achievement test of language Indonesian concept was given to the experimental and control groups as a pre-test. The research topics were determined by the researcher and the participants. Topics was divided into 7 groups and lecturer asked to design inquiry project based learning tools that fit the assigned topics.

Students who faced difficulties in determining the topics were offered help by the lecturer. In 4 weeks, the students in experimental group had designed their inquiry tools based on the theoretical paper of Indonesian language classroom. In the fifth week, they were able to present the inquiry system which had been designed to their classmates. In the same time, students in control group received the same topic using conventional learning model and inquiry project based learning model. In the context of this study, conventional learning was meant as a lecturing model.

The procedure research use Inquiry Collaboration Project Based Learning was held for 10 meetings on the subject of language and science, scientific thinking tools, language and culture, language and science as well as scientific research and writing. Each one is implemented in two meetings. Then, 2 meetings were used to give tests in the first and last meeting. The first stage of Inquiry Collaboration Project Based Learning model was the stage of initiation or problem identification and the scope determination. In this stage, the lecturer presented problems by connecting the real-life phenomena with the subjects that would be studied. After that, the students were asked to solve the problems by using the principle of inquiry.

Participant

This research was conducted with 36 participants ($N = 36$) in the first year of the Indonesian Language and Literature Education Study Program, IKIP PGRI Bojonegoro. In this quasi-experimental study, 21 students acted as the experimental group ($n = 21$) and 15 students acted as the control group ($n = 15$). The sample was selected from first year students who are at the entry level. Their ages are between 17-24 years. The university is an education-based university run by the Indonesian Teachers Association.

Data Collection

The data was collected using test of Indonesian language course which was consisted of 17 items (pre-test for validity and reliability by the researchers), Pre-test and post-test used with the same questions. Moreover, the self-evaluation form consisted of 16 items in form of questionnaire and evaluation of experimental group participants about the learning process. It was collected to obtain supporting or additional data. The test of language Indonesian concept was designed to determine the students' achievement. The students were given achievement test first to determine the students' achievement. The reliability coefficient was calculated as 0.69 in the pilot research.

Data Analysis

The quantitative data obtained at the end of study was analyzed using the paired t-test, and use parametric test as NS Alternative to this test. The qualitative data was analyzed using content analysis and descriptive analysis methods.

Validation of Data Accuracy

The assessment of language Indonesian used test method in forms of essay tests. The pretest and posttest used the same questions. The achievement-test questions used essays and the self-evaluation used questionnaires. The instruments that would be used to gain data had to be tested first. The instrument feasibility test was carried out in two steps, namely validity and reliability test. It was done to find out the quality level of the test items. Validity was an important quality of each test. It was the accuracy and accuracy of an instrument in carrying out its function (Sugiyono, 2011). Valid meant that the instrument could be used to measure.

Before the questions were used to obtain the research data, the validity and reliability were tested. In testing validity, if $r_{\text{count}} > r_{\text{table}}$, the questions were valid. On the other hand, if $r_{\text{count}} < r_{\text{table}}$, the questions were invalid (Sugiyono, 2011). The result of instrument validity was shown in table 1.

Table 1
Instrument Validity

Number of question	r count	r table	Conclusion
1	0.3128	0.3120	Valid
2	0.3128	0.3120	Valid
3	0.3128	0.3120	Valid
4	0.3128	0.3120	Valid
5	0.3131	0.3120	Valid
6	0.3128	0.3120	Valid
7	0.3033	0.3120	Invalid
8	0.3131	0.3120	Valid
9	0.3131	0.3120	Valid
10	0.3043	0.3120	Invalid
11	0.3131	0.3120	Valid
12	0.3128	0.3120	Valid
13	0.3043	0.3120	Invalid
14	0.3033	0.3120	Invalid
15	0.3033	0.3120	Invalid
16	0.3033	0.3120	Invalid
17	0.3033	0.3120	Invalid

Based on the conclusion of table 1, the number of valid questions was 10 items. The next step examined the t-table in the significance level (α) of 0,05 and degree of freedom ($dk = N - 2$). The test decisions were as follows: when $t_{\text{count}} < t_{\text{table}}$, the item was not valid, and when $t_{\text{count}} > t_{\text{table}}$, the item was valid (Arikunto, 2009). The test item was reliable when it gave the same results in different time. The reliability-tests of test and questionnaire used Alpha cronbach test.

In testing reliability, the decision making was based on the value of Cronbach's Alpha. When the value of Cronbach's Alpha $> 0,60$, the questionnaire was reliable or consistent. After testing validity, the number of valid question was 10 items, then it would be tested for its reliability. When the value of Cronbach's Alpha $< 0,60$, the questionnaire was not reliable or not consistent. The result of reliability test could be viewed in Table 2.

Table 2
Reliability Testing

Cronbach's Alpha	Value of Cronbach's Alpha Based on Standardized Items	Number of Items	Conclusion
0.68	0.60	10	Reliable

FINDINGS

The Research Results

The achievement data were obtained through the research instrument in the form of tests. Before applying the language Indonesian learning using the Inquiry Collaboration Project Based Learning model (experimental group) and conventional learning (control group). Both groups were given a pre-test. After carrying out the teaching and learning, each group was given a post-test to examine the extent to which the students' achievement had improved. The results of pre-test in experimental and control groups can be viewed in table 3.

Table 3
Result of pre-test achievement analysis

	Group	N	Mean	Deviation Std	t	p
Pre-test	Experimental	21	3.4500	1.6141	.156	.877
	Control	15	3.5264	1.5516		

Value of p Levene's test: .837 ($p > 0.05$)

The results of achievement test in language Indonesian ($p > 0.05$). Based on these results, it can be concluded that students in control group and experimental group had the same achievement. Furthermore, the ranking test in control group was carried out. The results could be viewed in table 4.

Table 4
The Wilcoxon signed rank test of the control group

	Rank	N	Mean Rank	Sum of Ranks	z	p
Post-test score	Negative Rank	3	4.50	13.50	-2.069	.039
	Positive Rank	9	7.17	64.50		
Pre-test score	Ties	3				
	Total	15				

The comparison of mean in control group showed that the students' post-test scores were higher than pre-test scores ($p < 0.05$).

Table 5
Analysis of Wilcoxon signed rank test of the experimental group

	Rank	N	Mean Rank	Sum of Ranks	z	p
Post-test score	Negative Rank	1	1.00	1.00	-3.790	.000
	Positive Rank	19	10.50	189.00		
Pre-test score	Ties	1				
	Total	21				

The comparison of mean in experimental group showed that the students' post-test scores were higher than pre-test scores ($p < 0.05$). The post-test results of experimental and control groups showed higher scores than the pre-test. In general, the experimental group and control group were in same.

Table 6
Analysis of students' average points in post-test

Group		N	Mean	Deviation Std	z	p
Post Sum	Experimental	21	9.4500	2.50210	-4.120	.000
	Control	15	4.9342	1.12627		

Value of p Levene's test: .019 ($p < .05$)

The comparison findings of post-test mean in experimental and control groups showed that the students in experimental group scores were higher than those in control group ($p < 0.05$). Use the Inquiry Collaboration Project Based Learning model was more effective compared to the lecture learning model in control group.

Table 7
The distribution of students' questionnaire participations

Group	N	Mean	Deviation Std.	t	p
Experimental	21	8.38	2.202	7.565	.000
Control	15	3.32	1.589		

Value of p Levene's test : .269 ($P > .05$)

The results of open questionnaire were assessed using the triad rank classification theory. The questionnaire assessment was based on following ranking classification, 0 = none, 1 = partial; 3 = completely. The results of students' scores on open questionnaire and written test given by lecturer revealed that students in experimental group scores were higher than those in control group. Based on this finding, it could be stated that the Inquiry Collaboration Project Based Learning model had a positive effect on students' performance levels in language Indonesian class.

Table 8
Self-assessment scores of participants in experimental group

	N	minimum	maksimum	Mean	Std. Deviation
Total	21	18.00	37.00	30.5395	4.944781
Average	21	1.69	3.21	2.6466	.38582

3 = above average, 2 = average, 1 = under average

Table 8 showed that students' responses toward self-assessment in experimental group had scored within the average range and above the average ($X = 2,53$). Based on these

findings, it could be concluded that the participants in experimental group evaluations were relatively positive on the use of the Inquiry Collaboration Project Based Learning model.

Table 9

Analysis results of students' self-evaluation form in the experimental group

	Aspect	Score
Challenges faced during activities	Presentation	11
	Limited Time Allotment	2
	Logical games	3
	Compatibility	7
Sources of problem	Difficult to find materials	2
	Crowded/difficult to control	10
	Compatibility	8
	Implementation in the setting	3
	Maldistribution	3
	Long distance	3
The best aspect	Individual responsibility	2
	Do the best	3
	Presentation	4
	Group work	9
	Responsibility	2
Groups can perform optimally when	Discipline	10
	Topics of previous project	2
	Given more responsibility	6
	Trust each other	3
	Have little anxiety	5
	No additional materials needed	3

Based on table 9, the students in experimental group reported that the most challenging phase was presentation because they felt anxiety. According to the findings obtained from self-evaluation form that was completed by participants in experimental group, most students enjoyed the teamwork/groupwork, its implementation and preparation phases. They also reported that their teammates should have taken more responsibility.

Apart from the findings obtained from self-evaluation form, in interview process conducted with experimental group participants, the students reported that they enjoyed and got the advantages of learning language Indonesian. They added that they would like to see this learning model in a different subject. For example, student A said, "because it has contributed to our lives, and help us to more understand the subject".

In addition, student B stated, "the class go faster, I understand the subject better, I enjoy my language Indonesian class". Another participant, student C said, "the learning phase of this study is very fun. I like to find problems and solve it by finding its solution on my own". Student D shared his experiences and stated that he thought inquiry learning is entertaining. He enjoyed learning to play with thinking and finding answers. So far, as it was implemented in the learning process, the students who had been interviewed showed great enthusiasm to learn such as, showing their supports for using this learning model in

another classes. Student F added that learning language Indonesian using inquiry project based learning made him to be more focused during classroom learning.

DISCUSSION

At the end of process, it was determined that there was a significant increase in the mean of test scores obtained by the participants in experimental and control groups ($p < 0.05$). Based on this results, it could be concluded that the participants in both groups had significant achievement in studying language Indonesian.

The findings on the mean of post-test in both groups showed that the students in experimental group scores were higher than those in the control group ($p < 0.05$). Use the Inquiry Collaboration Project Based Learning model in this study was more effective when compared to the lecture learning model in the control group.

This study found that students in experimental group scores were higher than those in control group. It showed that Inquiry Collaboration Project Based Learning model was more effective when it was implemented in the language Indonesian class that supported the hypothesis. Through this learning model, the learning process was more student-centered, and the lecturer only motivated and facilitated learning to find and solve problems. The students also had the opportunity to have interesting learning through the inquiry process which was part of their life. They had interesting learning and said that this learning model should be implemented in all subjects. In this study, the use of inquiry project based learning in the language Indonesian class drove the students to be able to connect the concepts of it with their daily lives.

The implementation of Inquiry Collaboration Project Based Learning model not only improves students' attitude and motivation in class, but it also leads to higher students' achievement according. In line with Margunayasa et. al. (2019) who stated that learning use Inquiry Collaboration Project Based Learning would encourage students' motivation and concentration. The result of research showed that Inquiry Collaboration Project Based Learning model gave advantages for students.

The results of questionnaire showed that students in experimental group felt anxious and nervous when presented the materials. Students in experimental group stated that they enjoyed to work in groups and do the exercises. They were responsible to do the assignments that had been divided in groups. Based on the students' responses of opened questionnaire, it revealed that students felt anxious in presenting the materials because they lacked experiences and had low speaking skill. It showed that presentation was a trained process (Darmuki et.al., 2018). It was supported by Palupi, et.al. (2020) who said that generally, the students in experimental group were good in group works, but they were very depressed during the division of assignments and responsibilities among them. The results of self-evaluation at the end of class showed that students' participation and activity motivated them to finish their work immediately. In addition, students' participation in evaluation process influenced their performances positively. This study tries to present a project based learning collaborated with inquiry learning model. It concludes that this synthesis positively affects the cognitive, emotional, and psychomotor dimensions. The students feel entertained when inquiry project based

learning implemented. Furthermore, the students' learning achievement are increased, and it becomes a meaningful learning.

CONCLUSION

This study discusses an uncommon learning model (inquiry project based learning model) and the language Indonesian class. Based on the results and discussion above that Inquiry Collaboration Project Based Learning model take effect on students' learning achievement in Indonesian language course. Therefore, in order to implement Inquiry Collaboration Project Based Learning model effectively in language Indonesian class, the necessary technical equipments must be available. The language Indonesian is very suitable as the subject and scope of this study. However, it will be useful to carry out similar study in teaching other subjects.

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