The Effect of Group Investigation Learning Model, Accelerated Learning Team and Role Playing on Elementary School Students' Writing Skills viewed from Cognitive Style

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Abstract

This study aims at   finding out the differences on the writing skills of students who follow the group learning model Investigation Group, Accelerated Learning Team, and Role Playing, (2) finding out group differences on the writing skills of students who have the dependence field cognitive style   and   independence filed cognitive style, and (3) finding out the use of three types of interaction models of cooperative learning and cognitive styles in influencing writing skills. This study is an experimental study with a 3x2 factorial design. Manipulations were performed on variables of learning models. The experimental group was given special treatment on each cooperative learning model namely Investigative Group, Accelerated Learning Team, and Role Playing. The experimental group consists of students who have dependence and   independene cognitive style   . The population is the fifth grade students of primary school in Kediri of 2012/2013 batch, while the samples are fifth grade students at 12 elementary schools in the three districts in the Kediri regency, four elementary schools in District Kandat, four elementary schools in the District Ngadiluwih, four elementary schools in District Badas , with the total of 368 students. The data were   taken with the two-stage technique of random sampling area. The data were collected by testing the students' writing skills, while the students' cognitive style is determined by the type of cognitive style test. The collected data were presented in the form of tables, graphs, and analyzed by two-way analysis of variance.The conclusions of this study reveals that the writing skills of students who follow the group cooperative learning model in the type of investigation group is better than the group of students who are learning in Accelerated Learning Team and Role Playing, while the writing skills of students who follow the group cooperative learning model type and Accelerated Learning Team and role playing are just the same. The writing skills of students who have   independence field cognitive style are better than the group of students who have   dependence field cognitive style . There was an interaction between the type of cooperative learning and cognitive styles in influencing the writing skills. The interaction was shown to a group of students who have an independence field cognitive style , the use of cooperative learning model type of investigation group is better than the kind of Accelerated Learning Team or any type of Role Playing, whereas Accelerated Learning Team gives the same result as type of Role Playing. In the group of students who have the dependence cognitive style , the three types of cooperative learning was just all good.

Keywords: learning model, writing skill, cognitive style

1.   Introduction

The learning objectives in Indonesian primary schools is to foster and develop the ability to speak Bahsa Indonesia well and properly in communication events. The formulation of these objectives Indonesian emphasizes learning objectives on a number of competencies, including 1) students   can communicate by using the Indonesian language, 2) students are able to use in accordance with Indonesian language situation and goals, and 3) students are able to develop reasoning and communication skills. If you pay attention to these objectives, Indonesian language learning should be meaningful, memorable, and interesting for students.

One way to achieve these learning objectives can be done when students are trained to develop skills through the four language skills (listening, speaking, reading, and writing) as well as critical thinking. This is in accordance with the opinion of Ghazali (2008:12) stating that the components of language skills consist of the ability to think, listen , speak , read , and write. In addition, teachers are expected to select and assign appropriate instructional model according to the characteristics of students which are predicted to affect student learning outcomes (Kemp, Morrison, and Ross, 1994). For this to be achieved, teachers must have the willingness and sufficient ability to select, specify, and practice in teaching methods according to the characteristics of students Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning goals, and serves as a guide for instructional designers and teachers in

planning and implementing learning activities. Thus the activity of teaching and learning is an activity which is really   arranged systematically.

Based on a review of various models of teaching and learning, Joyce and Weil (2009:23) classify learning models into four categories, namely (1) the information processing model (the information-processing family), (2) social model (the social family), (3) personal model (the personal family), and (4) models of system behavior (the behavioral systems family). The fourth group learning model is, in principle, is one way to organize the learning process-oriented intelligence (intelligence oriented education), and gives breadth to the students to educate the students themselves (Joyce and Weil (2009:1). Keys of the effectiveness of these   learning models is to train students to be learners are more reliable (more powerful learnes).

Meanwhile, students' characteristics are factors that influence the effect of the use of learning models to improve the achievement of learning outcomes. The characteristic of the students in question in this study is the cognitive style. Witkkin (1977:2) states that cognitive style is a way of looking someone in the activities involving perceptual and intellectual activity. The typical way is consistent and can color the overall behavior, whether cognitive, affective and psychomotor. Therefore, each individual can certainly have a different approach of looking at things. Witkin cognitive style is split into two, namely field dependence cognitive style and field independence cognitive style. Individual's field dependence cognitive style (FD) have a tendency to observe something as a whole, while individual's   field independence cognitive style (FI) observes only part of the things seen.

Based on the description, this study examines the influence of cooperative learning model on students' writing skills in terms of cognitive style. One way to facilitate students' learning in the teaching of writing is to use cooperative learning model. This study selected three learning models, namely models investigative group, accelerated learning team, and playing role. Therefore, the three learning models   tested their effects on student learning outcomes in the form of writing skills. While the characteristics of students who were tested will show their effects in the form of cognitive style, consisting of dependent field (DF) and Independent Filed (IF) cognitive styles.

In applying the model of cooperative learning, students are trained to write reports and summarize observations or visit the content or reading popular science books / stories of children preferred. In order to to produce good writing students were led, accompanied, and facilitated by the teacher in collaborative manner. The writings produced by students refer to the five specified aspects, namely (1) aspects of the content, (2) organization, (3) grammatical, (4) choice of words, and (5) spelling (Heaton, 1998: 146).

Learning to write is in accordance with the modern approach stating that learning does not only emphasize on the product, but also on the process (Nunan, 1991: 86; Tompkins, 2012: 7). In doing so, students were directly experienced in writing activities. Thus, students and teachers should be aware that writing is a process and it is gradual. Therefore, in the teaching of writing, teachers should prepare students to understand the condition of learning how to write and not just learning to write. The basic concept of this approach gives an opportunity to the students to not rely completely on the teacher, but more than that the student should also be responsible for writing and able to collaborate with other students. Thus the teacher acts as a facilitator, motivator, and organizers in creating a conducive atmosphere to learn to write.

Other modern paradigms of learning writing stating that the writing is a social activity (Nunan, 1991:87). This concept illustrates that in writing, students can work together and collaborate with others so that the act of writing seems to be more dynamic and meaningful. Cooperation can be done, among others, in the form of, investigation group (group-investigation), plays a role (role playing), Team Accelerated Instruction (TAI) which is packed with brainstorm (brainstorming), Thingk-Pair-Share, and editing pairs (editing partner). Implementation of this agreement directly form the various skills in students, such as skill to argue, ask, listen, and argue with peers. Students are trained about mutual respect regarding the various opinions and ideas of his friend. In this context, the child is seen as a writer who grew up in the midst of a social community. According Halliday's opinion (in Reid, 1993:16) which states that a child as a writer is part of the social community and the child constructs meaning in a social context. Thus, the potential of students can grow and develop naturally. Based on these descriptions, great allegations that students who are taught and trained in cooperative learning model will produce good writing and have a high social competence.

2.   Writing skills

Writing according to McCrimmon (1984:2), is digging out thoughts and feelings about a subject, choose the things that will be written, to determine how to write so that the reader can understand what is written in simple and clear. This concept emphasizes the idea that writing is an active-productive activity. It is the author activeness to look at the cognitive activity in exploring the mind or express an idea / ideas actively. A prolific writer is in the process of realization of the idea / ideas in written form. Casting process ideas in the form of writing   certainly noticed several stages, including (1) pre writing, (2) writing, (3) post writing(Slamet, 2008:97).

Almost the same opinion is expressed by Mary S. Lawrence (1972:1), stating that writing is an activity of communicating what and how to write. This opinion suggests that the writing contains the active activities to convey ideas effectively in writing and communicative so that the reader can understand what the writer means. Reader's understanding of the notion of the author will be maximized if the writer in the writing process pay attention to the effectivity and the communicative aspect   namely (1) the unity of the idea, (2) the use of a clear and effective sentences, (3) well-crafted paragraph, (4) the application of spelling rules true, and (5) adequate vocabulary (Sri Hastuti, 1988:1).

Based on the opinion of Lado (1977: 143), writing is an activity of preparing a written sign language, so that others can read the signs of the writing, if they know and understand the language. This statement emphasizes on the concept that writing is an activity involving set graphic symbols that express an understanding of the language so that others can read the graphic symbols as part of the presentation units of language expression. The statement also illustrates that the process of writing involves physical and psychological aspects. Physically, the process of writing   can be observed directly through weave graphic symbols (writing). Psychologically, complicated process of writing takes place. The complexity of the writing process in a person is indicated by Nunan (1998: 37) who says that a successful author and master should be able to   (1) write based on the techniques, (2) control and conform to the conventions in the use of spelling and punctuation, (3) use the grammar system for convey one's intent, (4) organize full text content to provide an overview of the information that is written, (5) revise writing, and (6)   select and customize the style needs of readers.

Nunan (1988:37) in his book *Designing Tasks for the Communicative Classroom*, claimes that success in writing should involve six aspects: (1) mastery of writing techniques, (2) control and adherence to the conventions of spelling and punctuation usage, (3) the use of grammar system to convey the intention / meaning of a person, (4) the ability to organize the contents of the full text to provide a written description of the information, (5) revise writing, and (6) to select and customize the style needs of readers. This shows the complexity of thought that needs to be mastered by competence writer in producing a quality essay. It can be concluded that the control of the activity of writing proficiency means a person (the author) know and understand the structure of language based on the applicable rules and non-language carefully. Mastery of a number of aspects can be used as a means of assessment of the activity of writing.

In line with this opinion, Brown (2008: 357) states that there are six categories in the assessment of writing, namely (1) content, (2) organization, (3) discourse, (4) syntax, (5) vocabulary, and (6) mechanics . Hughes (1997: 91-93) emphasizes elements in the writing assessment consisting of (1) grammar (grammar and sentence patterns), (2) vocabulary (vocabulary), (3) mechanics (spelling), (4) Fluency (style and ease of communication), and (5) form (organization).

Skills according to KBBI (Big dictionary of Bahasa Indonesia) (2001: 935) is the ability to complete the task. Echols (2002: 530) states that the skills (skill) is a skill, ability or skill in a particular person. Skill stated by Fuad Hasan is identical with that capability means the ability or intelligence that can be expressed through specific measurements. Thus, it can be stated that the nature of skills (skill) is a person's ability or proficiency in performing actions or completing tasks that can be expressed through specific measurements.
Based on this definition, writing skills can be summed up as the ability   of a person to express ideas, opinions, feelings to others through written language with respect to the contents of the idea, essay organization, vocabulary, language knowledge, and mechanics. The fifth aspect is that the theory affects the quality of the essay.

3.   Cognitive Style

Learning is not a short process and measured the exact figures, but learning is a life long process or a lifetime, is not limited and can continue to develop in accordance with the ability and encouragement that comes from within and outside the individual (Ghufron, 2012:8) . This concept emphasizes the importance of the process of learning is done in earnest, consistent, orderly, and phased by anyone, anytime, and anywhere one lives. Learning is not limited by space and time.

Individual is a unified whole, each of which has distinctive features and different characters, and therefore no two individuals are alike. Different from each other, individual's differences can be seen from two aspects, namely in terms of horizontal and vertical. Horizontal difference emphasizes that each individual is different from another individual in the psychological aspects, such as level of intelligence, ability, interest, memory, emotion, will, personality and so on. While the difference in terms of vertical refers to the notion that no two individuals are alike in physical aspects, such as shape, size, strength, and endurance. One student differs from another in terms of personality, intelligence, physical, social, and emotional. Differences also occur in individual cognitive style. sosial, and emotion and cognitive style as well.

Cognitive style is relatively fixed individual tendency in selecting, encoding, and recall information, and use that information to solve problems (Messick, in Keefe, 1987:25). The limit is consistent with the expression Zelniker (1990:112) stating that the tendency of individual cognitive style is relatively fixed in information process to solve the problem.

Furthermore,   Keefe (1987:25) states that the cognitive styles are associated with intellectual ability but they have different meanings. Intellectual ability is associated with general intelligence, mental abilities, or academic ability, while the cognitive styles are associated with the regulation of cognitive processes. This means that intellectual ability is associated with cognitive content, whereas cognitive styles associated with cognitive processes. In other words, Waber (1990:133) argues that cognitive style is the tendency of a problem-solving approach, which characterizes a person's behavior in dealing with various situations and conditions.

Witkin (in Ismanoe, 1988:35) defines cognitive style, which is "a cognitive style is characteristic mode of functioning that is revealed throughout our perceptual and intelectual activities in highly consistent and pervasive way". Similarly, Messick (in Ismanoe, 1988:35) states that cognitive style as characteristic way of organizing and processing information and experience . The definition reveals that cognitive style is the typical way of functioning related activity or understanding perceptual and intellectual activity. The typical way is consistent and can penetrate to all behavior, both cognitive and affective. This is consistent with Cahyowati's statement (1990:21) stating that the characteristics (distinctiveness) of cognitive style are as follows: (1) a cognitive style dimension that can penetrate (pervasive dimension) to all aspects of the behavior of both cognitive and affective. Cognitive styles that are pervasive dimension can be understood as a perceptual method, (2) cognitive style which is stable over time. That does not mean that cognitive style can not be changed. In normal conditions, a person who has a specific cognitive style while others will appear to have the the same cognitive style, (3) cognitive styles are bipolar, meaning that it is able to distinguish the characteristics of the cognitive style dimension of intelligence and other capabilities.

4.   Findings

This study tested the hypothesis with two way ANOVA. To decision analysis are presented in Table 4.1 in the form of descriptive data analysis, the average (mean /), the mean (median / Me), which appears most value (mode / Mo), standard deviation (standard deviation / s), and variance. In this analysis also comes with a description of the minimum score (lowest) and the maximum score (the highest), range (range), and the total score of the frequency distribution of each variable

Table 4.1: THE SUMMARY OF RESEARCH DATA

Learning model (A)		Cognitive style B)		Sum
		FD	FI	
IK	N	62	64	126
	Mean	74,5040	86,8594	80,7798
	se	1,22883	1,04444	,95008
	Me	76,2500	87,5000	82,5000
	Mo	82,50	92,50	86,25
	s	9,67584	8,35555	10,66460
	Var	93,622	69,815	113,734
	Range	43,75	28,75	43,75
	Min	55,00	70,00	55,00
	Max	98,75	98,75	98,75
	∑X	4.619,25	5.559,00	10.178,25
PPT	N	68	60	128
	Mean	74,3566	80,1250	77,0410
	se	1,35695	1,18760	,94423
	Me	76,2500	80,0000	77,5000
	Mo	82,50	82,50	82,50
	s	11,18971	9,19913	10,68274
	Var	125,210	84,624	114,121
	Range	47,50	47,50	53,75
	Min	45,00	51,25	45,00
	Max	92,50	98,75	98,75
	∑X	5.056,25	4.807,50	9.861,25
BP	N	56	58	114
	Mean	74,2634	79,0733	75,2412
	se	1,21992	1,48932	1,13302
	Me	72,5000	77,5000	75,0000
	Mo	76,25	91,25	76,25
	s	9,12905	11,34236	12,09736
	Var	83,340	128,649	146,346
	Range	38,75	36,25	53,75
	Min	55,00	57,50	45,00
	Max	93,75	93,75	98,75
	∑X	4.158,75	4.586,25	8.577,50
Jumlah	N	186	182	368
	Mean	74,3239	82,1580	78,1984
	se	,73861	,74408	,56200
	Me	76,2500	82,5000	77,5000
	Mo	82,50	91,25	82,50
	s	10,07336	10,03823	10,78103
	Var	101,473	100,766	116,231
	Range	53,75	47,50	53,75
	Min	45,00	51,25	45,00
	Max	98,75	98,75	98,75
	∑X	13.824,25	14.952,75	28.777,00

Table 2: The summary of two way ANAVA Post test

Sources	JK	dk	RK	F_{obs}	F_α	P
Model (A)	1169.0477	2	584.5238	5.9616	3.00	< 0.05
Cognitive style (B)	5423.4035	1	5423.4035	55.3136	3.84	< 0.05
InteractionAB	1014.3215	2	507.1607	5.1726	3.00	< 0.05
Galat	35493.4886	262	98.0483			
Total	43100.2613	267				

4.1 The Difference on the Writing Skills of Students who are taught by Investigation Group Model. Learning Acceleration Team, and Role Playing

The results of testing this hypothesis are as follows. First, there is a difference between the writing skills of students who follow the group learning models and learning models Investigation Group, Accelerated Learning Team, and Role Playing learning model. The test results showed that the Indonesian writing skills of group of students who take Investigations Group learning model is better than Indonesian writing skills of students who follow the group learning model of Accelerated Learning Team and Role Playing.

The   findings of the study prove that learning in the group of students who study with group Investigations learning model is more effective than learning by Accelerated Learning Team and Role Playing. The data showed the statistics average value of writing skills that students learn with models of 80.7798 Investigation Group which was significantly higher compared to the average value of a group of students who learn with Accelerated Learning Team learning model with an average value of 77.0410 and Role Playing with an average value of 75.2412.

Significant difference is due to a group of students who take lessons with group Investigations models can be poured and develop his ideas are good and structured, while a group of students who follow the model of Accelerated Learning Team and Role Playing could not effectively develop ideas. Model Investigations Group provides opportunities for students to express their ideas easily to follow steps that elementary school age students have. This learning model provides a great opportunity for students and teachers to plan the form and content of writing to the fullest. And, more importantly learning models Investigations Group provides a great opportunity for students to conduct investigations in a considerable time. Stages presentation of the report in this model also gives a very good contribution to students responding to each other, correction, and evaluation for the perfection of writing so that it results in a better learning process. Processes and activities have an effect on students' understanding of the activities associated with writing. The effect is that understanding students become better and stronger and could even result in a deep understanding of the productive.

Thus, it is evident that the Indonesian writing skills of elementary school students is better when they are learning with group Investigations learning model   than when they are learning with the model of Accelerated Learning Team and Role Playing. It happens because the application of the Investigations Group provides a very effective opportunity for students to undertake an investigation and incorporate discussions among students in a systematic way, while the model of accelerated learning and   role playing integrate a number of these activities effectively.

Further it is proved that the group of students who study the learning models of Accelerated Learning Team is no more effective than learning with Role Playing models. Statistical calculation shows the average value of writing skills that students learn with Accelerated Learning Team model   with the average value of 77.0410, was not significantly different compared with the average value of a group of students who learn by   Role Playing model with a mean value average of 75.2412 (difference 1.7998), and after further tested, the difference was not significant.

Under the modern view, the model and the Accelerated Learning Team and Role Playing is an innovative model that can be used to improve writing skills. The modern viewemphasizes that writing is an individual activity that stresses the products and processes. In doing so, the individual will feel the direct experience of writing (Tompkins, 2012:7). However, models or any Accelerated Learning Team and Role Playing as cooperative learning model still has weaknesses that stand out when they are applied to the teaching of writing. Accelerated Learning Team model, requires each member of the group to have the ability to master the material well from his explanation to potentially receive materials or working on the next task (Mattingly and VanSickle, 1991: 392-395). Therefore, each member should receive the materials described by his friend. There is a tendency in

serious sense, responsibility and understanding who received less than the maximum. That means if one of the students who are less able to explain the material well, then it will have an impact on friends described a lack of understanding.

While playing roles tend to be quite heavy when they are applied in the teaching of writing, though aspects of the process are very well and has a lot of advantages, especially if it is directed to increase appreciation, mastery of the material, and the development of imagination. Teachers should be able to pick interesting topics that can be written with this model. It is said to be heavy because of cognitive development and knowledge of elementary school students to perform characterization with a full appreciation of teachers is a challenge in its implementation. As stated Pidarta (1990:82), Role Playing is a cooperative learning model that emphasizes the role of student activity in the conduct of cases in which the subject matter is being discussed with the aim that students have an increased understanding and appreciation.

4.2 The difference on   writing skills of students who have   *Dependence Field cognitive style and Independence* cognitive style.
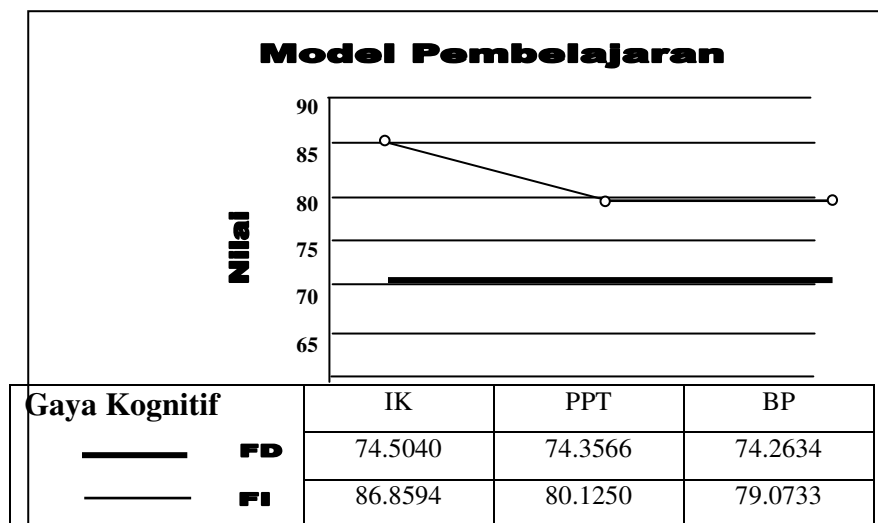
After being tested, the second hypothesis stating that there is no difference found in Indonesian writing skills among the group of students who have Independence Field cognitive styles and Dependence   Field cognitive style is proven true. The results show that the writing skills of students who belong to Dependence Field cognitive style and Independence cognitive style have differences. The difference in the average value of a student who has a Field Independence cognitive style of 82.1580 better than the average value of a group of students who have Field Dependence cognitive style of of 74.3239. The results of this study are relevant to a study conducted by Tawei, et.al, (2009) which states that adolescents IF cognitive style had a mean score higher than adolescent DP cognitive style   in achieving common goals. Comparison of the mean score of both acquisition, IF (21.58) while DF (20.02). The finding from a study conducted by Nodoushan (2002) showed that the holistic tasks correlate positively with DF cognitive style and negatively associated with I Fcognitive styles, whereas analytic tasks for comparison is positively associated with IF cognitive style and negatively associated with DF cognitive style . Further study by Leader & Klein, 1994) showed that the IF cognitive style was significantly related to student achievement. IF cognitive style learners with significantly better results than the posttest his learners DF cognitive style. And, Lima (1997) found that the mean score of students reading comprehension IF cognitive style higher than students DF cognitive style. The findings indicate that there are differences in individual DF and IF cognitive style characteristics. Individual IF cognitive style showed better learning achievement than individual DF cognitive style. This performance advantage is more influenced by the fit between the characteristics of the material properties of the concepts learned.

Students with IF cognitive style has the following characteristics (1) easy to understand the materials that are not structured, (2) tend to have their own goals and reinforcement, (3) be able to solve problems without guided, (4) need help understanding social science and language / culture, (5) can analyze a situation and putting it back together, and (6) are less affected by criticism. Thus, it can be said that the cognitive styles influence student achievement improvement if it has compatibility with the nature and character of the material. This is consistent with theoretical studies which state that cognitive style refers to the ways individuals process information and use strategies to respond to the task (Good & Brophy, 1990:115).

4.3   Interaction between the Application of Model Investigation Group, Accelerated Learning Team, and Role Playing and   Cognitive Style in influencing Students Writing Skills

Testing this hypothesis relates to whether the interaction occurs in the use of models of learning and cognitive styles of students. After conducting analysis of variance interaction apparently occurs in both. It is shown the profile variable models of learning and cognitive styles are not parallel. This description indicates that there is interaction between the two variables. If no interaction is certainly learning model profiles and cognitive style showed parallel lines. For example, if the model is more effective on the investigation group compared with the Accelerated Learning Team and Role Playing group to improve the writing skills of students who have IF cognitive style, it means that the Investigation Group should also be more effective to improve writing skills for groups of students who have DF cognitive style. But what happened is not the case because the investigation group of the model is more effective to apply only to students who have a IF cognitive style (average value = 86.8594) compared with model using Accelerated Learning Team and Role Playing on students' IF cognitive style (average value = 80.1250 and 79.0733). Students DF cognitive style, learning model Investigation Group (mean value = 74.5040) is no more effective than the application of the model to Accelerate Learning Team

(mean value = 74.3566) or Role Playing (mean value = 74.2634). In detail, the interaction can be described in the profile model of learning and cognitive styles below.

Model Pembelajaran

Gaya Kognitif		IK	PPT	BP
———	**FD**	74.5040	74.3566	74.2634
———	**FI**	86.8594	80.1250	79.0733

Gambar: The graph of variable Profile   on learning model and cognitive style

5.   Conclusion

1. There is a difference in writing skills among groups of Indonesian students studying the Group Investigation model of learning with a group of students who study the learning model of Accelerated Learning Team and Role Playing. The difference is in the form of writing skills that students learn with group Investigations learning model proves to write better than students who learn with Accelerated Learning Team Model and Role Playing, whereas the students who use models Acceleration Learning Team and Role Playing write equally well.

2. There is a difference between the Indonesian writing skills of students who have a group of dependence field cognitive style and independence field cognitive . The difference is in the form of students writing skills who have a group of independence field cognitive style is better than the group of students who have a dependence field cognitive style.

3. There is an interaction between the use of cooperative learning and cognitive styles in influencing the Indonesian writing skills. This interaction can be described in the following.

a. In learning writing skills of students who have a cognitive independence field style, the use of learning models Investigation Group is better than the model of Accelerated Learning Team or Role Playing, while the learning model and the model of Accelerated Learning Team and Role Playing is equally good.

b. In Learning writing skills of students who have a cognitive style field dependence, the use of three types of cooperative learning model Investigation Group, Accelerated Learning Team and Role Playing is equally good.

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Curriculum Vitae of the author

 Andri Pitoyo was born in Kediri on July 12, 1967. The writer is the only child of couples named Mr Asrof Sumihardjo. and Mrs. Sumilah. He studied in State   elementary school of Ngronggo 1 Kediri (graduated in 1981), SMP Negeri (State Junior High School) 3 Kediri (graduated in 1984), SMA Negeri (state senior high school) 1 Kediri (graduated in 1987)

In 1987, he took   Bachelor of Education in Language and Literature Department of Indonesia, Faculty of Language and Arts (FPBS), Teachers' Training College Malang graduated in 1992. He studied at undergraduate degree under the   TID scholarship, so after graduation he was appointed as Civil Servants (PNS) with SK Rapture 1993 as a faculty member in the Educational Studies Program Indonesian Language and Literature, Faculty of Teacher Training and Education (Guidance and Counseling), University of PGRI Nusantara Kediri, until now served at the agency with the rank of Trustees / IV-A.

In 2000 he took the Master degree in Instructional Technology Program at post gradiate program UNIPA Surabaya, and graduated in 2002. His funded his Master degree Program himself. After graduating, he returned to the Education Study Program of Indonesian Language and Literature, Faculty of Teacher Training UNP Kediri. In 2008, he got the opportunity to continue his study to the doctorate degree   or Postgraduate Education in UNS Surakarta Indonesian. When he was still studying his undergraduate degree at the faculty of Teacher Training in Malang, he was active as a Chairman of PBSI II Student Association, Student Senate Executive Board FPBS, Kasi I at the faculty of Teachers Training   Student Regiment YON 805 Malang, and the Advisory Council Student Organization YON 805 Regiment Malang of faculty of teacher training.

He then began his career as a permanent lecturer at faculty of Teacher Training   in 1993 PGRI Kediri (since 2007 he returned to Kediri UNP) until now. Subjects that he had taught covered : Problems in Teaching BI, IBM BI, Reading I and II, Writing I and II, Sociology and Psychology   Literature, Coaching School Magazine, Rhetoric, Contemporary Literature, I and II PBI Evaluation, and Research Methodology . In addition, in 1995-1998 he served as Secretary of the Department PBSI in Kediri PGRI at Faculty of teacher training   and from 2007 until now he is given a task by the agency as head of UNP Central Library Kediri.