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## INFLUENCE OF WORKING GROUP ACTIVITIES OF TEACHERS ON THE EFFECTIVENESS OF MATHEMATICS TEACHING AT EBC BESILAU LAULARA AND EBC FAHISOI LEQUIDOE ACADEMIC YEAR 2021

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### ABSTRACT

*GTP or Working Group activities of Teachers is a programmed designed in the national curriculum standard as well as guidelines for the implementation of lesson plans at the basic education level. GTP is one of the most basic education levels in one and two cycles. The objective of the GTP is to increase the level of knowledge of teachers in each school. The data analysis technique used in this research is descriptive statistics analysis techniques and inference analysis techniques with the aim of studying the research variable itself. According to the GTP manual the Ministry of Education of Timor-Leste (2014) defines how to carry out GTP "GTP implementation is obtained from local research data or by analyzing the list of observations for teachers during a month before the GTP is technical. In relation to the variables and samples mentioned, the techniques used to collect data are observation, questionnaire and documentation and according to Setiono and Riwonoto (2015) states that the Likert scale is the psychometric scale that is generally used in the questionnaire. And the instrument to be used to measure alternative responses is the Likert scale, this scale can be measured by choosing the perfect alternative answers, with the value used being 1 to 5 variables, so the researcher concluded that the questionnaire distributed to teachers with variables (X) is the influence of the activity of the teachers (GTP) and variable (Y) is the effectiveness of teaching mathematics, from the dependent and independent variables used by the researcher to find out whether or not the influence of one variable on another variable. Thus the results of the inference statistics analysis on the influence of the activity of the Working Group teachers (GTP) with a sample of 27 shows that the table = 0, 9 with a count = 2. Because the largest count of the table (2 > 0,9) is that we can say that we revenue Ho and accept Hi with his conclusion that there is a significant*

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*influence between the Activity of the Working Group dose teachers on the effectiveness of mathematics teaching (Y) at EBC Fahisoi Lequidoe and EBC Besilau Laulara.*

**KEYWORDS** *Working Group of teachers (GTP), EBC Mathematics Teaching Effectiveness*



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## INTRODUCTION

Education is an important pillar in the construction of a country. Based on the existence of education to match the needs of a country. On the other hand, education can also be said to be one of the main needs that must be consumed by all people, both formal and informal education, in view of the reality of the world's knowledge competition, so that in order to participate in these competitions, it is necessary for everyone to give importance to education in order to be able to describe people in the right way. Liliaari (2011) also highlighted that "the existence of a sometimes advanced and complex era of globalization, in educational and scientific processes, requires the preparation of quality teachers in the science that acquires high values and attitudes and thinking capacity in order to generate critical human resources, creative thinking in making decisions to overcome problems" (p.73). With these main ideas, it is only to say that human empowerment is very important in the competition for life.

Mendes (2006) "The technology resources in the classroom are an important role in the educational process" (P.65) in this section to say that the factors of technology resources also give implementation to the teaching activities of the school, in order to?? the teaching that effectively one of the main factors is the teaching resources used by the Ministry of Education to support teachers to transmit lessons to teachers, It is intended to focus on the subject because the group dose teachers (GTP) is the activity that the Ministry of Education trusts in the Leadership Support through Mentored and Learning (ALMA) programmed lead the school where the ALMA programmed plays the role. On the other hand, GTP is a capacity building activity that can help teachers to teach at school, because in this activity teachers learn directly from each other and in this activity teachers can help each other and also be supported by school leaders as well as the team of ministries who are invited to attend school to help teachers.

The Working Group of teachers (GTP) activity is also a direct capacity building activity for teachers at the basic education level over one cycle and two cycles. During the activity the Vice Director leads direct training for teachers as well as teachers conducted discussions and presents the results after the Vice Director and the Director including the mentors support the statement in the presentation presented by the teachers. GTP activities arise through observations made by school leaders and sometimes training on the difficulties faced by teachers in teaching at school. GTP activities have emerged as a regular teacher training to increase their knowledge in

the field of pedagogy, thereby transforming science into teachers effectively. Also, GTP can better support teachers to perform their functions in accordance with national curriculum standards.

The existence of GTP activities is to meet the teachers' needs in accordance with the national basic education curriculum protocol one cycle and two cycles defined in the curriculum guidelines, which exist in the teachers' lesson plans used to teach at school. Therefore, GTP is very important in the School. ALMA is a program that is also available in the basic education department of the Ministry of Education to play an inspirational role for leaders and teachers in carrying out GTP activities effectively in each body. In fact, in Timor-Leste many people also question the quality of education today. In order to achieve good quality in the educational society, it is necessary to have effective teacher capacity building in order to contribute to the quality of education in the country itself. In this research, it is intended to focus on the capacity building program offered by the ministry to teachers in basic education through GTP activities but do they not yet know their benefits to teachers? Therefore, through this scientific research, it is intended to focus on the GTP activity itself. Writer is very interested in choosing this topic for research because the reality of the activity has been in some schools but there is no measure to define whether the activity has benefits for teachers? Although the Program is part of the national basic education curriculum.

### **Objective**

GTP activities are activities that facilitate the direct capacity building of teachers, with the same objective;

1. Find out the implications of implementing GTP activities to increase the knowledge of readers about GTP at EBC schools
2. Find out how the influence of GTP activities on the effectiveness of teaching, especially the presence of teachers in school benefits
3. In order to identify whether students can learn better when their teachers are trained in GTP activities
4. Transform working culture into groups to develop teacher professionalism in professional development activities.

### **Benefits of this Research.**

The implementation of GTP for teachers is very important, so that it can better facilitate the learning process and increase teacher skills during the classroom, especially the preparation of the classroom plan and the teaching methodology, in this mechanism the researchers also concluded the most important benefits of GTP activities such as:

1. To further help school leaders in the development process of GTP activities as well as to further encourage the educational community on the importance

of GTP.

2. Increase the teaching skills at school to ensure students' deep knowledge about the progress and development of mathematics in the learning process creatively and effectively
3. Through GTP activities teachers will further improve the solution to the difficulties infected in relation to the preparation of the mathematics classroom plan including students' assessment.
4. Improve the quality of education and learning processes that reflect the learning outcomes of teachers.

### **Literature Review.**

GTP is a school-based activity during the Saturday to increase teachers' capacity in the school, and it is a curriculum reform-based activity in 2014 in accordance with the national curriculum standards which emphasizes that "all teachers are obliged to participate in teachers' capacity building activities" in order to effectively perform their duties in each school so that the activity is very important for teachers because they can bring their difficulties at the time of teaching to be presented at the time of the GTP so that they can resolve with teachers from other schools who have good knowledge of the teachers in the best places where they have the best knowledge.

According to Wawan (2007) "As a professional training capacity development forum and exchange of information from teachers about lessons to meet the demands of science and technology development" (P.35) here to say that GTP is an opportunity to share experiences with teachers, as well as from GTP teachers to learn from each other to solve their difficulties. Yasin (2005) highlighted that "the level of knowledge of teachers is a guide to teachers, so it is necessary to continue to increase" (P. 27). It also states that teachers need to continue learning to improve their quality in teaching and learning. Teachers need to be together to discuss the content before going to the wrong place to teach, because the error given by the teacher to the teacher will be able to plant throughout the life. "To avoid unstandardized teaching, all teachers need to give importance to GTP activities.

According to Mulyasa (2007) "GTP is an opportunity to increase the professional skills of teachers especially in the field of learning management in order to find innovation in learning management" (P. It is also to strengthen that through this activity it is possible to provide teachers with support to make innovation in their teaching and learning processes. Zuriyatun Shalihah (2013) "As a way to increase the teacher's professional competence in the field of pedagogy to be able to return to school, the teacher understands the importance of activities to improve his own compensation" (P. According to Sumadji (2013) stated that "GTP is a forum or a place for teachers to discuss issues that need to be improved to improve the quality of learning" (P.23) from which it is only intended to remind that GTP is an opportunity for teachers to discuss how to perform or achieve quality education effectively. According to Mulyasa (2013) "as a teacher-teacher communication forum, this forum has a discussion on problems faced in the learning process. Thus a calm climate could

be created so that they could feel calm".

"Learning is a process carried out by humans to obtain changes in attitudes as a result of their interactions with their environment" (Sugihartono, 2007; p.74). Thus learning is an effort to change attitudes. When learning, an individual will experience changes. Suherman (2003) in his theory makes a difference between learning to get change and learning to receive it. In learning to be accepted, teachers just wait to be accepted, memorize but learn not enough to be good but learn in a sense. Jerone connexion with Suherman (2003) states that learning mathematics will be more successful when it is directed at concepts and their relationship with one another especially in encouraging teachers not only memorize but they must find a meaning in their lives (p. 43). Through the learning process it will be better for people to interact with their environment.

Mathematics in Latin is a meaning of science, the word mathematics itself means learning Sugerman (2003; p. 18) "Mathematics science is formed from the results of ideas, processes of reason. Mathematics is contained in Arithmetic, Algebraic, Geography and Analysis. "James & James in the Dictionary of Mathematics, Site, in Suherman (2003) stated that "the mathematical logic of shapes, order, size, and size and distribution is divided into."(p. 16). Jonson & Rising site from Suherman (2003) states that "Mathematics is the language that uses terms of reduction clearly, correctly and charged" (p.17).

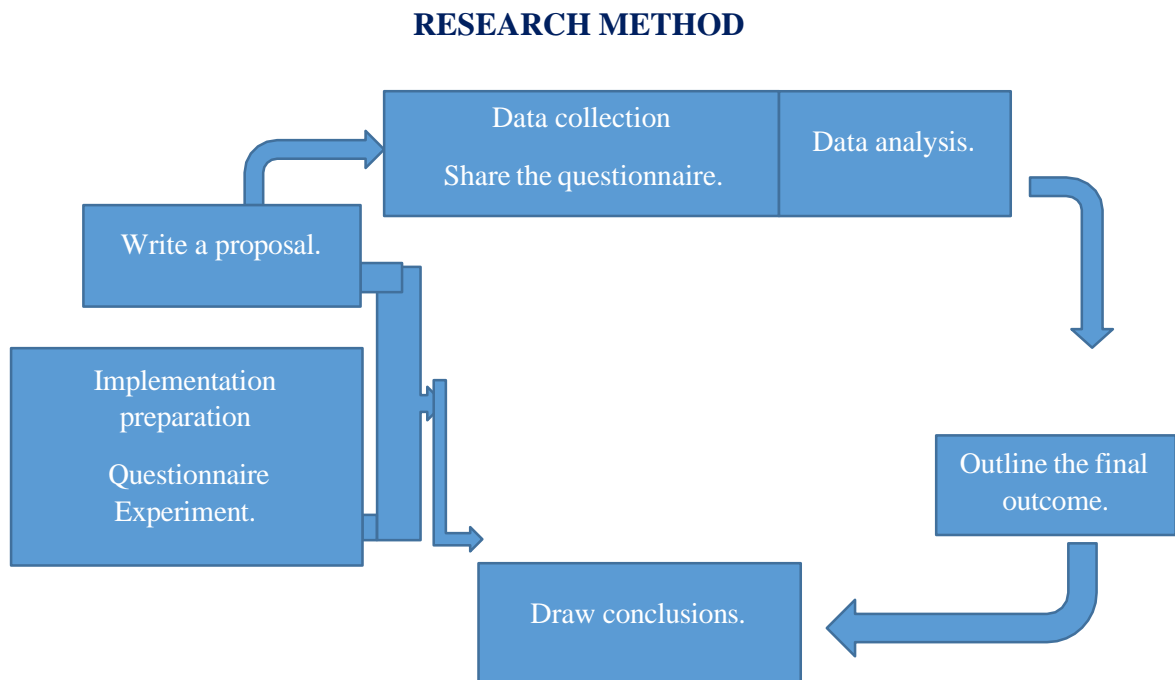


Figure 1: Research design  
(Arikunto; 2010, p.25)

**Data collection and measuring techniques.**

In relation to the variables and samples mentioned, the techniques used to collect data are observation, questionnaire and documentation and According to Setiono and Riwinoto (2015) states that the Likert scale is the psychometric scale used in the questionnaire. And the instrument to be used to measure alternative responses is the LIKERT scale, this scale can be measured by choosing the alternative answer that has been prepared, with the value used being 1 to 5. Each alternative answer gives the following value: (Table of options for the questionnaire answer.

Answer options.	Value.
More accept.	5
Accept	4
Neutral	3
Do not accept.	2
Totally disagree.	1

**Data analysis techniques.**

The data analysis techniques used in this research were descriptive statistics and inference analysis techniques with the aim of studying the research variable itself, which is proven by the results of this research will be used with moment product analysis to find out the influence of the GTP Activity variable on mathematics learning effectiveness. The product correlation formula according to Sugiyono (2013; p.212) is as follows;

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}}$$

Description	Observation
$r_{xy}$	Coefficient
X	Variable value x
Y	Variable value y
N	Total data.

The following evidence of the correlation coefficient for the hypothesis is Ho: r = 0 disobey H1: r ≠ 0. The evidence criteria have a significant influence if the r value is greater than r table with a sample (n) with a significant level of 5% or the opposite.

According to Sugiyono (2013: 214) to find out the influence between the significant variables between GTP Activities on mathematics learning effectiveness, the following is a table of interpretation of the value r.

Table 3: The interpretation of correlation coefficient.

Coefficient interval relationship level.	Coefficient interval relationship level.
0,00 – 0,199	Minimum over
0,20 – 0,399	Minimum
0,40 – 0, 599	Enough
0,60 – 0,799	Strong
0,80 -1,000	Stronger.

### RESULT AND DISCUSSION

The EBC Besilau school began to exist after the independence era in 2003, and it was created taking into account the reality of the community of six Villages, namely Aisirimou, Taltu Bovolo, Fatisi and Madabenu, where many of their children did not go to school for reasons of distance from their place to school. Thus Reverend Pe. Armindo Brito went with the village chiefs of six suco and the community of the meeting to establish the EBC Besilau School at that time called SMPN Branch Besilau in 2003 and its parallel administration process to public Junior High school Laulara and received financial support from the Parokia Remexio. So gather and identify the intelligence of the six village to teach at the school. The teachers taught at that time were Antonio Ximenes, Paulino de Carvalho, Ijaias Lurdes, Pedro Luis, Jefrino Gregorio and Luiza Maria. Then on 27 October 2005 the teacher and the education leader of the municipality of Aileu met to discuss the status of the school. From the meeting the Minister of Education provided the school with an independent stand as a Pre-secondary school.

GTP is a programmed designed in the national curriculum standard as well as guidelines for the implementation of lesson plans at the basic education level. GTP is an activity carried out at the basic education level more than one and two cycles, the objective of GTP is to increase the level of teachers' knowledge to be able to teach effectively in each school in order to increase their professional career, and based on the research results, according to the sample that in the researchers in full concluded each respondent's answer based on each variable with a summary of the questionnaire is as follows:

No	Table X	Table Y	$\chi^2$	$Y^2$	X.Y
res	GTP Activities.	effectiveness of mathematics			

teaching.					
1	109	108	11881	11664	11772
2	114	113	12996	12769	12882
3	112	112	12544	12544	12544
4	117	115	13689	13225	13455
5	115	113	13225	12769	12995
6	116	114	13456	12996	13224
7	112	110	12544	12100	12320
8	112	110	12544	12100	12320
9	112	110	12544	12100	12320
10	114	113	12996	12769	12882
11	112	111	12544	12321	12432
12	110	107	12100	11449	11770
13	103	107	10609	11449	11021
14	106	108	11236	11664	11448
15	106	105	11236	11025	11130
16	111	110	12321	12100	12210
17	105	107	11025	11449	11235
18	107	108	11449	11664	11556
19	114	114	12996	12996	12996
20	104	106	10816	11236	11024
21	108	107	11664	11449	11556
22	103	104	10609	10816	10712
23	115	111	13225	12321	12765
24	121	119	14641	14161	14399
25	119	117	14161	13689	13923
26	105	106	11025	11236	11130
27	106	107	11236	11449	11342
N=27	X=2988	Y=2972	X <sup>2</sup> =331312	Y <sup>2</sup> =327510	X.Y=329363

Based on the results of the data tabulation in the table above, the researcher concluded that the questionnaire that was destroyed for teachers with variables (X) was the influence of the activities of the Working Group dose teachers (GTP) and the variable (Y) was the effectiveness of teaching mathematics, from the independent and dependent variables used by the researcher to find out whether or not the influence of one variable on another.

Thus the results of the inference statistics analysis on the influence of the activity of the Working Group teachers (GTP) with a sample of 27 shows that the table = 0, 9 with a count = 2. Because the largest count of the table ( $2 > 0,9$ ) is that we can say that we revenue ( $H_0$ ) and accept ( $H_1$ ) with his conclusion that there is a significant influence between the Activity of the Working Group teachers on the effectiveness of mathematics teaching (Y) at EBC Fahisoi Lequidoe and EBC Besilau Laulara.



## CONCLUSION

The research concludes that the implementation of GTP (Working Group of Teachers) activities has a significant positive impact on the effectiveness of mathematics teaching in these schools. The study, based on the analysis of 27 samples, found a strong correlation between teacher participation in GTP activities and improvements in their ability to teach mathematics effectively. GTP activities facilitate professional development, problem-solving, and collaboration among teachers, which ultimately enhances their teaching strategies and the learning outcomes of students. Therefore, these activities are crucial for improving the quality of education and fostering teacher professionalism in Timor-Leste.

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