MIREJ Multidisciplinary Innovation Research Journal
Volume 1 Issue 2 Year 2025 Pages 32-45 | e–ISSN 3089-4069 | DOI: 10.70152
https://journal.akademimerdeka.com/ojs/index.php/mirej

The Impact of Teacher Interaction and Knowledge Mastery on Students' English Class Satisfaction

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Abstract: This study examines the effect of teacher-student interaction and teacher knowledge mastery on student satisfaction in English language learning classes. The quantitative method uses a purposive sampling technique, with the number of data collected as many as 291 respondents aged 16 to 26 years consisting of high school and university students through a structured questionnaire distributed via Google Forms. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings indicate that only measurement constructs related to evaluation and assessment significantly affect student satisfaction. In contrast, teacher qualifications and interactions do not show statistically significant direct or indirect effects. These results indicate that the level of student satisfaction is mainly shaped by how effectively teachers carry out assessments, highlighting the importance of clear, objective, and transparent evaluation methods in English language teaching.

Keywords: english; student satisfaction; high school; interaction; infrastructure; learning materials

INTRODUCTION

In the era of globalization, English has become an important medium for international communication, academic exchange, and career advancement. Therefore, educational institutions are challenged to continuously improve the quality of English language teaching. Teachers play an important role in this context not only as transmitters of knowledge but also as facilitators who shape the learning experience through interaction, material delivery, and evaluation methods (Stronge, 2015). Teachers have several main functions, namely designing, managing, implementing, and evaluating learning. (Alma, 2016) In the classroom and learning environment, teachers have the right to choose the teaching materials that will be given to students. The teacher's ability to convey and understand the material or content that will be taught to students greatly influences the success of students in understanding the material they receive. (Munirah, 2020).

However, many studies have found that teacher qualifications alone do not guarantee effective student learning outcomes (Linda Darling, 2011) . The quality of teacher-student interactions, as emphasized by Vygotsky's Social Development Theory (Vygotsky, 2011) , is believed to increase learner engagement and English language proficiency. However, the extent to which interactions affect student satisfaction, especially in the context of non-native English, remains under-explored. According to Philip B. Crosby, Quality is conformity

to requirements, which is important in prevention and the concept of "zero defects" in quality management. (Crosby, 2020)

Recent literature (Hattie, 1999) also shows recent findings that although student satisfaction is often used as a proxy for teaching quality, its relationship with teacher qualifications and interaction patterns is still debated. For example, Hattie (2009) argues that teacher clarity and feedback mechanisms are more predictive of learning outcomes than formal qualifications or tenure. Similarly, (Pianta, 2020) argues that emotional support and classroom climate have a significant impact on students' perceptions of teaching quality.

In the scope of education in this era, teachers are expected to demonstrate four core professional competencies: pedagogical, professional, social, and personal. These competencies are often assessed through instruments such as the Teacher Performance Assessment (PKG). However, teacher certification or academic degrees alone are not sufficient indicators to assess the quality of teaching. According to (Goe & Croft, 2009), teacher effectiveness should be evaluated not only based on formal qualifications but also on actual classroom practices and student learning experiences. The success of English teaching also depends on how teachers are able to interact with students and carry out assessments. In Vygotsky's Social Development theory (Vygotsky, 2011) , he emphasized the importance of social interaction in cognitive development. Based on this, (Pianta, 2020) found that the quality of teacher-student relationships can significantly affect student motivation and satisfaction. Meanwhile, (Hattie, 1999) and OECD (2021) argue that teacher feedback has a more direct impact on student satisfaction than academic background alone.

From the results of the study, it shows that there are still many teachers or lecturers in educational institutions who are still less competent in organizing teaching and learning activities and mastering teaching materials. And the facilities of these educational institutions are still inadequate for English learning activities, which leads to low levels of student or student satisfaction in English learning activities. (Rina Hastari, 2022)

The professionalism of teachers is currently highly respected by the community, especially teachers are seen as guides who will create quality education. This can be proven by the positive response from the government and the community towards teachers. Meanwhile, the quality of service includes things such as teaching methods, teacher-student interactions, learning support, and various other supporting activities. The main focus in developing an education system is student learning (Amaliyah & Rosdiana, 2023)

Learning satisfaction reflects how satisfied students are with their learning experience. This can be influenced by the condition of facilities and infrastructure and the quality of institutional services. Educational facilities are equipment and materials that are directly used and support the teaching and learning process, such as buildings, classrooms, tables, chairs, teaching materials, and media (Amaliyah & Rosdiana, 2023) Performance can be interpreted as work achievement, work implementation, work achievement, work results, or work achievements. (Tarumasely & Setyaadi, 2013) Another opinion states that performance is an action and achievement and skills shown by a person in carrying out an action or job. (Ummah, 2019) The existence of teachers in the learning process in schools still plays an important role that cannot be replaced by anyone. This can be caused by many factors that cannot be replaced by others. Teachers are a very dominant and most important factor in formal education because for students, teachers are often used as role models. Teachers are required to have performance that is able to provide and realize the hopes of all parties, especially the community. Generally, the community has trusted schools and teachers in educating students. In achieving good quality education, it is greatly influenced by the performance of teachers in carrying out their duties. In conclusion, teacher performance is an important requirement for achieving educational success. (Polii & Polii,

2022) In general, quality education is a benchmark for the success of the performance demonstrated by teachers

Despite the growing interest in educational quality metrics, limited research has examined the combined impact of teachers' academic background (degree), teacher-student interactions, and assessment methods on students' satisfaction with English language learning, especially in the context of secondary and tertiary education in Indonesia. Most previous studies have focused solely on cognitive outcomes (e.g., test scores) or evaluated only one aspect of teaching quality (Goe & Croft, 2009).

This study addresses this gap by incorporating a multifactorial model using Structural Equation Modeling (PLS-SEM) to evaluate how teacher qualifications, interaction quality, and measurement practices influence students' satisfaction with English language teaching. This study adds value by offering empirical insights based on a purposively sampled sample of students from secondary and university levels, reflecting diverse learning expectations and experiences.

METHODS

This study used a quantitative approach to investigate the influence of teacher-student interaction and teacher knowledge mastery on student satisfaction in English language learning. The research design adopted was quasi-experimental and explanatory, aiming to test the hypothesized relationships between variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2018)

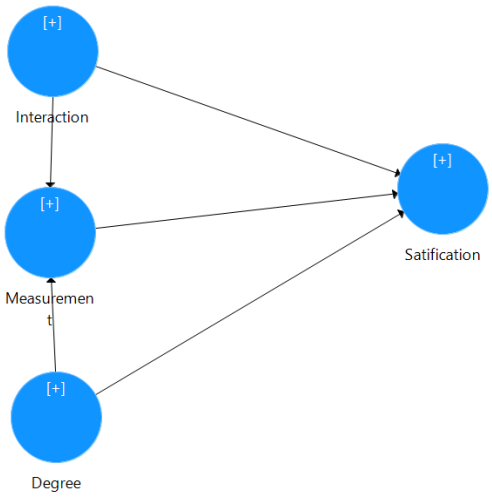
A total of 291 participants, consisting of high school and university students aged between 16 and 26 years, were selected using purposive sampling. This sampling method was chosen to target respondents with direct experience in formal English language learning environments. Data were collected using a structured questionnaire distributed via Google Forms, using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) to measure students' perceptions related to teacher qualifications, interaction quality, assessment practices, and overall satisfaction.

To analyze the data, this study used Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS software. This method was chosen because of its suitability in analyzing complex models with formative and reflective constructs, as well as its effectiveness with relatively small to moderate sample sizes. Reliability and validity were assessed through Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE), while hypothesis testing was carried out through path coefficient analysis and significance testing using bootstrapping.

RESULT AND DISCUSSION

The results of the formative measurement model analysis in this study are shown through the SEM-PLS diagram that tests four main constructs, namely Degree, Interaction, Measurement, and Satisfaction. Each construct is formed by a number of indicators that have causal properties towards the latent constructs they represent. Figure 1 below shows the results of outer loadings which are the basis for measuring the contribution of indicators to their constructs.

Figure 1. Formative Measurement Models Result



From the figure above, it can be seen that most indicators have significant outer loading values. However, the AVE value for the Interaction construct (0.486) is below the minimum threshold of 0.5, which indicates a convergent validity problem in the construct. This shows that the indicators in the Interaction construct have not been fully able to represent the latent variables optimally. In the formative measurement model in Partial Least Squares Modeling (PLSM) above, it shows that each latent construct is formed from several indicators that have causal properties. Which means that there are changes in the indicators directly that affect the formation of the latent construct. Characteristics like this explain that indicators in the formative model do not have to correlate with each other, because each makes its own contribution to the construct.

This model allows analysis of models with formative and reflective constructs. In the context of this study, it is important to distinguish between the two models because they can have a significant impact on the validity of the results of the data analyzed. According to (Jarvis et al., 2003), it is important for us to emphasize and distinguish between formative and reflective models, because errors in specifications can occur that cause invalid data results. He emphasized that in the formative assessment model, the indicators that form the latent construct are not to reflect the construct. Where, if there is a change in the indicator, it can cause a change in the construct, but not vice versa.

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This study needs to be discussed further because it has implications for the interpretation of the results. For example, in the Social Exchange Theory (Karen S. Cook , Coye Cheshire , Eric R. W. Rice, 2006), the quality of social interaction should have an impact on the perception of satisfaction through the experiences felt by students. However, in this study, both the direct and indirect effects of the Interaction construct on Satisfaction were proven to be insignificant. This indicates that even though interaction occurs, if it is not accompanied by positive evaluation quality or perception from students, satisfaction will not increase.

Likewise, in the Human Capital Theory (Becker, 1986) it is stated that education or degree should increase student satisfaction by increasing the ability and quality of interaction. However, in the results of this study, degree did not show a significant effect, either directly or indirectly, on satisfaction. This result indicates that the level of formal education of teachers does not always reflect the effectiveness of interaction or evaluation in the context of English language teaching. The weakness of this model is that it is unable to explain the relationship between these constructs, indicating that there needs to be an additional theoretical approach or revision of the model to be able to capture other factors that may influence student satisfaction in English language learning. For example, the influence of affective factors, cultural context, or previous learning experiences can be considered in the development of further models.

In line with that, (Diamantopoulos & Winklhofer, 2001) stated that we need to emphasize the importance of developing an approach to measuring the validity of formative constructs. He introduced the concept of content validity. Which highlights the need for evaluation of multicollinearity between indicators to avoid redundancy and ensure that all aspects of the construct are conveyed correctly. In addition, by (Hair et al., 2017) in *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*, which states that the formative model is appropriate when the construct is the result of a combination of several real indicators. This is relevant in this study, because constructs such as Degree, Interaction, and Measurement are composed of real elements that form opinions about teacher performance, not just reflect them.

In the diagram above, the Degree construct describes the academic background or qualifications of teachers, which have an important contribution to Satisfaction with Teacher Performance. The higher the academic quality of the teacher, the higher the student satisfaction with their performance. This finding is reinforced by the research from (Linda Darling, 2011) which shows that teacher training and qualifications greatly influence the effectiveness of learning and student learning outcomes.

In the Measurement construct, it explains how teachers carry out evaluations of students, and has a significant influence on their satisfaction. Objective and transparent evaluations increase students' positive views of teacher professionalism. This is in line with the opinion of (Black & Wiliam, 1998) who said that effective assessment practices can improve learning outcomes and student trust in teachers. The Interaction construct explains the quality of communication and involvement of teachers with students in the English learning process. Good interaction creates a positive and supportive learning environment, thereby improving students' views of teacher performance.

The conclusion above shows that the results of the model show that teacher performance that is considered good by students is not only influenced by one aspect, but there are other aspects such as: a combination of academic quality, interaction methods, and evaluation systems used. This emphasizes the importance of specifying formative models appropriately in the context of educational research.

Table 1. Reliability and validity Test

Matrix	Cronbach's A	rho_A	Composite Reliability	AVE
Degree	0,866	0,928	0,885	0,527
Interaction	0,965	0,966	0,963	0,486
Measurement	0,927	0,932	0,937	0,500
Satification	0,927	0,932	0,937	0,500

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The weakness of this model is that it is unable to explain the relationship between these constructs, indicating that there needs to be an additional theoretical approach or revision of the model to be able to capture other factors that may influence student satisfaction in learning English. For example, the influence of affective factors, cultural context, or previous learning experiences can be considered in the development of further models.

Critically, this study can explain why Interaction does not show a significant effect in the model: not because interaction is not important, but because the measurement method is not yet accurate. Therefore, the evaluation of the indicators needs to be re-conducted to be in accordance with the concept of meaningful interaction in theoretical frameworks such as Social Exchange Theory, which emphasizes the importance of the quality of social relationships. Overall, the results show that although statistically the constructs in the model are relatively stable, their substantial validity still needs to be strengthened so that the model truly reflects the student's learning experience as a whole.

Table 2. Path Coefficients Test Results

Matrix	Original Sampel	Sample Mean	Standard Deviation	T Statistics	P Value
Degree →Measurement	-0.080	-0.079	0.109	0.731	0.465
Degree→Satification	0.000	0.000	0.001	0.253	0.801
Interaction→Measurement	0.0118	0.126	0.158	0.749	0.454
Interaction→ Satification	-0.000	-0.001	0.001	0.217	0.829
Measurement→Satification	1000	1.000	0.000	4289.119	0.000

To evaluate the structural model, a path coefficient test is used to assess the direct relationship between latent constructs in the model. This analysis is important to determine whether the hypothesized causal path is supported by empirical data. The figure above presents data on the original sample estimate value, t-statistic value, and p-value of each relationship between constructs. A relationship is considered statistically significant if the p-value is less than 0.05 at a 95% confidence level.

Based on the results of the analysis above, we can obtain the following information:

The Effect of Degree on Interaction

Although the Degree construct has high reliability and validity (Figure 2), its influence path on Measurement is not significant. In theory, based on Human Capital Theory (Becker, 1986), teachers with higher educational backgrounds should be more able to design and implement learning evaluations professionally. However, the results of this evaluation indicate that the level of formal education of teachers is not directly proportional to their ability to compile learning assessments that are considered fair and transparent by students. This may occur if teachers do not apply their competencies well in daily teaching practices, or if their pedagogical training is not sufficiently applicable.

The Effect of Degree on Measurement

Based on the results of the analysis figure above, it can be concluded that there is no The direct effect between Degree and Satisfaction is also not significant, indicating that students do not judge their satisfaction based on a teacher's degree or academic qualification. This is contrary to the common perception that teachers with high degrees are definitely more preferred by students. Instead, the results of this measurement indicate that academic credibility needs to be supported by other aspects, such as interaction and assessment quality, in order to have a positive impact on student satisfaction.

Effect of Interaction on Measure

In theory, teacher-student interaction should be able to strengthen the effectiveness of evaluation, because good communication allows teachers to better understand students' abilities (Vygotsky, 2011). However, the results in this study indicate that the frequency or quality of interaction alone is not enough to create a satisfactory evaluation system, perhaps because the interaction is not well structured, or the teacher is not good enough in feedback to design accurate measurements. This indicates a gap between communication and implementation of evaluation strategies.

Effect of Interaction on Satisfaction

The effect of interaction on student satisfaction was also proven to be insignificant. This is contrary to the Social Exchange Theory (Karen S. Cook , Coye Cheshire , Eric R. W. Rice, 2006), where this theory states that positive social relationships can produce student satisfaction. In this context, it is likely that the interactions that occur are procedural, without building more meaningful interpersonal relationships. This is evidenced by the low AVE validity results (0.486) on the Interaction construct, where this finding shows that the interaction indicator does not optimally represent student experiences in learning English.

The Influence of Measure on Satisfaction

The only significant and very strong path is the direct influence between Measurement on Satisfaction which is shown by a coefficient of 1.000 and a p-value of 0.000. This shows that the quality of measurement or evaluation of learning is the main factor in determining the level of student satisfaction. This is in line with the opinion of the research of (Black & Wiliam, 1998) which states that effective assessment should be able to increase student confidence and learning outcomes. Thus, a fair, transparent, and measurable learning experience can have a greater influence on satisfaction than the interaction or academic background of a teacher. This finding is evidence that students' assumptions are very sensitive to how they are assessed, not just how they are taught or who teaches.

These results indicate that efforts to improve the quality of education are not only sufficient through improving teacher qualifications or the frequency of interaction between teachers and students, but need to be directed at strengthening competencies in assessment and evaluation in learning. Teacher training must also focus on evaluation techniques that are participatory, fair, and relevant to student needs.

Table 3. Indirect Effect test result

Matrix	Original Sampel	Sampel Mean	Standard Deviation	T statistics	P Value
Degree→ Interaction Degree→ Satification Interaction→ Measurement	-0.080	-0.079	0.0109	0.731	0.465
Interaction→ Satification Measurement→ Satification	0.118	0.126	O.158	0.79	0.454

The results of the PLS-SEM test in the figure above show that there is no significant mediation effect on the Degree and Interaction constructs on Satisfaction through Measurement, with p-values of 0.465 and 0.454, respectively. This shows that neither the teacher's academic background nor the quality of interaction affects student learning satisfaction through the evaluation mechanism. This study contradicts the predictions of Human Capital Theory and Social Exchange Theory, which assume an indirect effect through a quality learning process in learning. The failure of this mediation pathway is likely due to the assessment carried out by teachers not optimally representing the quality of interaction and academic capacity for students. The implication is that increasing learning satisfaction does not only depend on qualifications or interactions, but also on the quality of evaluation that is considered fair and meaningful to students.

Results of Total Indirect Effects Analysis

The results of the Total Indirect Effects data analysis in PLS-SEM show that the purpose of this test is to see whether a construct has an indirect effect on another construct through an intermediary construct (mediator). In this study, the analysis focused on testing whether the Degree and Interaction constructs have an indirect effect on other constructs, especially Satisfaction, through mediators such as Measure or Interaction. The significance of this indirect effect is evaluated again based on predetermined statistical confidence criterian.

Table 4. Table of indirect effects of Degree - Satisfaction

Score	Explanation
Original Sample: -0.080	The indirect effect is negative (weak), from "Degree" to the target variable.
Sample Mean: -0.080	The bootstrapping results are consistent with the original data.
Standard Deviation: 0.111	The variation in estimates is relatively large compared to the effect itself.
T-Statistics 0,715	Low (generally needs > 1.96 for significance at alpha 0.05).
P- Value 0,045	Well above 0.05 ⇒ not significant.

Measurement in figure 5, can be reviewed specifically on the path Degree → Measurement → Satisfaction, it can be seen that although the indirect effect is negative and weak (original sample = -0.080), the results are still not statistically significant. The results of the analysis show that there is no significant indirect effect of the Degree construct on Satisfaction through the Interaction and Measurement intermediaries. Although in theory, as described in Human Capital Theory (Becker, 1986), the level of education should be able to increase student satisfaction through increased ability and interaction, but in the context of this study, the relationship is not statistically proven. This indicates that the level of formal education possessed does not relevantly contribute to the interaction or measurement processes that ultimately affect student satisfaction. Degree thus does not play a significant role, either directly or indirectly, in shaping satisfaction in this research model.

According to the Human Capital Theory (Becker, 1986), education or degree that a person has should be able to improve work results or satisfaction through increased ability or interaction. However, in this context, Degree does not indirectly impact satisfaction, which may be due to the lack of relevance between formal education and the interaction or measurement process that occurs in the context of this study.

Table 5. Table of indirect effects of Interaction - Satisfaction

Score	Explanation
Original Sample: 0.118	The indirect effect is slightly positive.
Sample Mean: 0.123	Consistent with the original value.
Standard Deviation: 0.151	The variation of the estimate is quite large relative to its value.
T Statistics: 0.781	Still far from the significance threshold (1.96).
P Value: 0.435	Not significant.

The Interaction construct does not have an indirect effect on Satisfaction. Although it has a positive trend in the direction of the relationship, the relationship is not statistically significant. With that, there is no strong enough evidence to state that Interaction is able to increase Satisfaction indirectly through mediator variables such as Measurement. According to Social Exchange Theory (Karen S. Cook , Coye Cheshire , Eric R. W. Rice, 2006), quality social interaction should increase satisfaction through the process of perception or perceived experience. However, in the results of this study, the interaction construct did not provide a significant indirect impact on satisfaction. This shows that even though interaction occurs, and is not accompanied by a good perception of measurement or quality, it will not affect satisfaction.

Overall, there is no significant indirect effect in this study. This may indicate that the mediation mechanism between constructs does not occur effectively in the analyzed model. The analysis above shows that there is an indirect effect used to determine whether there is a mediation effect between constructs in a model. Based on the results obtained from the data above, the Degree construct does not have a significant indirect effect on Satisfaction. This also applies to the Interaction construct, which does not show any significant indirect effect on Satisfaction. With that, the two constructs are not proven to have an impact through the mediation pathway in the model used.

This finding indicates that there is no significant mediation path in this research model, so that an increase in the Degree or Interaction constructs will not indirectly increase Satisfaction through intermediary constructs such as Measurement. This is contrary to the theories of experts such as Social Exchange Theory and Human Capital Theory (Karen S.

Cook , Coye Cheshire , Eric R. W. Rice, 2006) (Becker, 1986) which assume that there is an indirect influence path through interaction and experience mechanisms. In the context of this study, it can occur because other factors such as measurement quality or implementation context do not support the creation of this mediation relationship.

Table 6. Outer Loadings test

Matrix	Original Sampel	Sampel Mean	Standard Deviation	T Statistics	P value
DEG1	0.678	0.590	0.242	2.798	0.005
DEG12	0.661	0.573	0.242	2.726	0.007
DEG13	0.714	0.598	0.239	2.984	0.003
INTR1	0.756	0.630	0.232	3.261	0.001
INTR10	0.759	0.634	0.223	3.400	0.001
INTR11	0.690	0.579	0.200	3.447	0.001

Table 7. Outer Loadings test

Matrix	Original Sampel	Sampel Mean	Standard Deviation	T Statistics	P value
MEA1 ← Measurement	0.582	0.585	0.056	10.479	0.000
MEA1 ← Satification	0.582	0.584	0.055	10.488	0.000
MEA10 ← Measurement	0.755	0.755	0.032	23.642	0.000
MEA10 ← Satification	0.755	0.755	0.032	23.725	0.000
MEA11 ← Measurement	0.763	0.763	0.028	26.790	0.00
MEA1 ← Satification	0.763	0.763	0.028	26.856	0.000

In measuring the outer loading value in PLS-SEM analysis, it aims to assess the extent to which indicators in a construct can accurately represent the latent variables being measured, while ensuring the convergent validity of the selected measurement model. A high outer loading value indicates that the indicator can make a significant contribution to its construct, so it is worthy of being maintained in this research model. This assessment process not only helps improve the quality of the research instrument, but also strengthens the relationship between the conceptual framework and empirical data in model testing. In addition, this evaluation is the main basis for determining whether an indicator needs to be maintained, improved, or even deleted in order to maintain the validity and reliability of the data model as a whole.

In the context of theory, this is in line with the Social Exchange Theory (Karen S. Cook , Coye Cheshire , Eric R. W. Rice, 2006), which emphasizes the importance of the principle of reciprocity and fairness in social interaction as the main foundation in forming behavior in a system including the learning environment. Therefore, indicators that are able to accurately capture students' perceptions of teacher interactions are very important to ensure that the model used reflects the social reality in English learning.

The results of the outer loading measurement on the Degree construct show that all indicators have values between 0.660 and 0.844, which means they are statistically valid. The highest value was obtained on the DEGREE13 indicator, which shows that students can give a high assessment of the teacher's ability to deliver material well and in accordance with their field of expertise. This is supported by (Shulman, 1987) view which states that teacher competence is not only measured by mastery of the material, but also by the ability to integrate content with effective teaching strategies. (Linda Darling, 2011) also emphasized

that students' perceptions of teachers' academic qualifications are positively correlated with higher learning achievement. The DEGREE13 and DEGREE15 indicators show that clarity and consistency in delivering material by teachers have a major influence in shaping students' perceptions of teacher competence

Meanwhile, the Interaction construct also shows strong indicator performance, especially in aspects that include verbal and non-verbal communication, personal attention, and student involvement in class discussions. These findings support (Vygotsky, 2011) view regarding the importance of social interaction in the Zone of Proximal Development (ZPD), where teachers act as facilitators of students' cognitive development.

The high outer loading value in this construct indicates the importance of the teacher's role in creating a communicative and enjoyable learning atmosphere. Although there are two indicators, namely INTERACTION13 and INTERACTION14, which have lower values than the other indicators, both are still statistically valid and have contributed to the interaction dimension, especially in terms of personal attention and responses to student questions. In the Measurement and Satisfaction constructs, most indicators also show strong outer loading values, especially in the MEA10 and MEA11 indicators with values above 0.75, which reflect that students assess the clarity and objectivity in the evaluation conducted by a teacher. This finding explains why the Measurement construct is the only variable in the model that has a significant influence on Satisfaction, because fair and transparent teaching assessments play a major role in shaping positive student perceptions.

(Black & Wiliam, 1998) stated that good assessment practices can not only improve learning outcomes, but also student trust in teacher professionalism. The Satisfaction construct reflects the level of student satisfaction with teachers in terms of professionalism, communication, and individual attention. The indicator with the highest outer loading value reaches above 0.792, which shows that students are very satisfied when teachers not only provide lesson materials, but are also able to create a supportive, communicative and interesting classroom atmosphere, appreciate, and encourage active participation. This is consistent with the opinion of (Hoy, 2001) , who stated that teachers who have high efficacy and establish strong interpersonal relationships tend to be able to increase student satisfaction and motivation to learn. (Oliver, 2016) also emphasized that satisfaction arises from the comparison between students' expectations and actual experiences and when these expectations are met or exceeded, the level of satisfaction will increase.

Overall, the results of outer loadings on all constructs show that most indicators function well in measuring their respective constructs, both in terms of statistics and theoretical substance. However, there are several indicators that are at the lower limit but need attention in further research, either through strengthening the content or reformulating the indicators to be more in line with the expected conceptual dimensions. This study emphasizes the importance of maintaining a balance between statistical reliability and theoretical depth in building a valid and relevant measurement model in the context of learning.

CONCLUSION

This study has revealed that among the variables studied, only teacher assessment practices significantly affect student satisfaction in English language learning. In contrast, teacher qualifications and teacher-student interactions did not show significant direct or indirect effects. This study challenges the notions of Human Capital Theory and Social Exchange Theory, which suggest that students prioritize measurable, transparent, and structured evaluations over formal credentials or interpersonal relationships.

Theoretically, this study contributes to the literature by offering empirical support to prove that in an exam-driven educational context, students are more responsive to how they are assessed than who teaches them or how the classroom interactions are conducted. Thus, this study underscores the need for teacher professional development programs to focus more on assessment literacy, feedback strategies, and evaluation transparency.

The policy implications of these findings suggest that educational institutions and regulatory bodies should develop frameworks that support and reward effective assessment practices in learning (BANDURA, 2021). In addition, Marzano (Marzano & Marzano, 2003) argues that teacher effectiveness is the factor in schools that has the most influence on student achievement. Furthermore, improving the quality of teaching should not only target academic qualifications but also focus on improving the day-to-day instructional design, especially with regard to evaluation and feedback mechanisms.

Future research should consider exploring other mediating variables such as student motivation, learning environment, or digital learning tools that may influence satisfaction. (Samson Balogun et al., 2020) Fenstermacher & Richardson (Fenstermacher & Richardson, 2005) stated that the quality of teachers is not only determined by the knowledge and skills they have, but also by their moral and ethical commitment in teaching in the classroom. Additionally, qualitative or mixed-method approaches may provide deeper insights into how teacher behaviors are perceived by students and how institutional contexts shape these perceptions.

In conclusion, this study reinforces the view that student satisfaction is not simply a product of teacher credentials or social dynamics, but is closely tied to the quality and clarity of instructional assessments. By focusing on measurable practices that students value, educators and institutions can better align instructional strategies with learner expectations and improve overall satisfaction in English language education.

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