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Investigating English Certified Teachers' Performance Using Multisource Feedback

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Abstract

This research aims to investigate the performance of certified teachers using multisource feedback through multivariate data analysis. The researchers distributed an online 5-point Likert scale questionnaire. A total of sixty-one public elementary schools consented to participate in this study, with each school being represented by its principal, a group of teachers, and a cohort of students. The researchers conveniently chose a group of fellow teachers and students to avoid the school principals' intervention. This study showed the covariance among school principals', fellow teachers', and students' assessments. The findings in this study included the significant difference between students and teachers in the performance of certified teachers' subject mastery. In contrast, the school principals indicated a similar perception to that of their fellow teachers. This study confirms that students gave an average score to teachers' subject mastery, although the school principals and fellow teachers assessed it to be very good. Thus, a teacher certification program is expected to contribute to the teachers' professionalism and the students' excellence. A teacher certification program is anticipated to enhance the professionalism of teachers, particularly those specializing in English education. An individual possessing a high level of professional expertise is indispensable for the facilitation of quality education and learning.

Keywords: Certified teacher, multisource feedback, professionalism of teachers, quality education, teacher certification program.

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1. INTRODUCTION

Excellent quality of education is the primary condition for creating a life of the nation to become advanced, modern, and prosperous (Michalos, 2008; Tikly & Barrett, 2011). The history of development and the development of nations is described as a developed, modern, prosperous, and peaceful nation with excellent quality educational systems and practices. The quality of education is highly dependent on qualified teachers who are professional, prosperous, and dignified (Gerritsen et al., 2017). Moreover, teachers are believed to hold a strategic role in improving the quality of education (Hopkins, 2015). The existence of qualified teachers is a crucial requirement for delivering high-quality education. One of the developed policies is a direct intervention to improve quality and provide teachers with security and adequate well-being. It is widely accepted that education and well-being are two complex factors experienced by a human being (Michalos, 2008). Therefore, to enhance the quality of education, a teacher certification program is regarded as one of the direct intervention measures (McMillan, 2016).

In the past few decades, many countries worldwide, notably the United States of America, Canada, the United Kingdom, Australia, New Zealand, Hong Kong, and Indonesia (Korompot, 2012), have been conducting teacher certification programs to improve the quality of their teachers. The main objective of the teacher certification programs in these countries is to improve the quality of teachers as the basis of education quality, as reported by Korompot (2012). In the context of Indonesia, the Ministry of National Education launched the certification program for teachers in 2007. The purpose was to certify all the 2.7 million teachers in the country, both those with civil servant status and non-civil servants (Jalal et al., 2009).

The Teacher Certification Program in Indonesia embodies the government's commitment to implementing the mandate of the Republic of Indonesia Act No. 14 of 2005, which aims to create qualified and professional teachers. Many people are unsure about the extent to which certification programs can improve the competence of teachers. There is also hesitancy about guaranteeing rewards for teachers who pass the certification. It is difficult to answer these concerns because many variables can influence the outcome, including the certification process, the assessors, and the teachers themselves (Mustofa et al., 2023). Assessing the performance of certified teachers through the portfolio is considered inadequate. The portfolio as an evaluation model often creates a possibility of document manipulation (Bottiger & Galus, 2001).

Therefore, this study aims to thoroughly evaluate the actual performance of certified teachers in public elementary schools, offering a comprehensive and detailed analysis of their instructional effectiveness. The success of the teaching and learning process is often associated with the teachers' efficacy in facilitating students' learning (Goddard et al., 2000). In consequence, teacher performance is the most critical factor in determining students' educational success. Teachers' performance can be measured by how well students achieve their learning goals. Having direction and control over teachers' ability to manage teaching and learning is necessary.

Performance is an essential factor needed to increase creativity and productivity in carrying out professional duties. The success of teachers' work is influenced by the fundamental role played by the head of school or school principal through leadership in creating a contented work environment and through emotional intelligence (Berkovich & Eyal, 2017, 2019; Chen & Guo, 2020; Dinham, 2005). The teacher's performance reflects the increasing passion and willingness to cooperate with other teachers to achieve the school's visions. The success of a teacher's performance is influenced by factors such as ability in subject mastery (Jacob et al., 2020), teaching strategy (Schroeder et al., 2007), multimedia use (Abdulrahman et al., 2020), and feedback provided to students (Richards, 2010). Besides, the success of the teacher can also be affected by the interactive relationship among their colleagues and students (Graham, 2006).

One of the Indonesian government's programs to advance education is developing teacher resources. The government seeks to create professionals who carry out their duties as teachers and educators. To improve the quality of educators, the government requires teachers to pass the teacher certification program, which began in 2007. The teacher certification program improves teacher performance and welfare. The Indonesian government's program to improve education

focuses on developing teacher resources, primarily through a teacher certification program. This program aims to enhance teacher quality by requiring teachers to pass a certification exam. This process seeks to boost their professional standing and potentially lead to better performance and increased welfare.

The benefits of educator and education certification include supervising education personnel and ensuring quality assurance in developing competencies and careers, as well as enhancing more qualified training programs (Ismail & Awang, 2017). In other words, teachers' certification aims to use teachers' professional allowances to improve the quality of education. Teacher certification is a certainty of the future, as it will improve the quality and dignity of teachers, respond to the flow of globalization, and deal with decentralized systems. The teacher is expected to enhance the dignity and role of the teacher as an agent of learning and serve to enhance the quality of national education. Teacher certification is expected to strengthen the teacher's quality, thereby improving the quality of learning. However, education experts have criticized that the teacher's professional allowance was still insignificant in improving teacher quality (Hastuti et al., 2009; Kusumawardhani, 2017; Mustofa et al., 2023).

The researchers examined certified teacher performance through multisource feedback by investigating four aspects: subject mastery, teaching strategy, using multimedia, and providing feedback. School principals, fellow teachers, and students assessed the certified English teachers based on these four aspects. The assessment was calculated based on factor loading and construct reliability to determine professional teachers. Wilkerson et al. (2000) stated that organizations have shifted from traditional supervisory structures to participatory teams and restructured leadership. Changes in organizational structure have led to shifts in control, prompting the introduction of several work performance feedback evaluations.

Pollack and Pollack (1996) revealed that fellow evaluations are included in the performance assessment, allowing fellows to score each other for how well they collaborate and contribute to the group's success. When colleagues evaluate each other, it promotes ongoing engagement and boosts overall team progress. Peer scores can identify those who regularly exceed expectations, contributing to team success. Additionally, this approach provides a broader perspective, complementing traditional top-down evaluations. The value of teamwork should be reinforced by being rated by one's peers. Areas listed as requiring development should be given training opportunities. Additional training may be required to ensure teachers have the skills and abilities required to function in today's rapidly changing workplace. This method not only enhances individual accountability but also fosters a culture of continuous improvement within the team.

DeNisi and Kluger (2000) suggested that the concepts behind multisource appraisals are sound, and these appraisals have the ability to assist organizations in better managing employee results. However, as with all feedback interventions, these programs do not always achieve the goals they were designed to address. Organizations invest a lot of time and money in supplying workers with performance assessments to improve performance, and multisource appraisals are the most recent of these attempts. Any feedback action, however, necessitates thought and consideration of the factors that are likely to improve its effectiveness. Organizations can end up developing programs that are not cost-effective in the long run if they do not take this into account. Wilkerson et al. (2000) found that student feedback is relatively inexpensive, particularly when compared to the cost of a principal's assessment of teachers' performance. Brett and Atwater (2001) warned organizations considering multisource feedback approaches to avoid expenses associated with facilitators, such as using mail, e-mail, or the web.

Therefore, the present study investigates the performance of certified teachers using multisource feedback. Although the certified teachers have passed the established test conducted by the teachers' certification program under the Ministry of Education and Culture of the Republic of Indonesia, this study assessed them with different approaches. This study also cross-checks the consistency of results in the feedback from school principals, fellow teachers, and students. This study proposes this research question: "Do English-certified teachers have good performance using multisource feedback?"

2. LITERATURE REVIEW

The teacher certification program shows the government's commitment to enhancing teacher professionalism. It focuses on teachers who promote educational quality. Ongoing teacher performance standards are crucial for teachers' development and well-being. The study outlines assessment indicators based on evaluations from principals, fellow teachers, and students. These evaluations include subject mastery, teaching strategies, multimedia use, and providing feedback to measure certified teachers' competence objectively.

2.1 Subject Mastery

The need for or importance of subject mastery for a teacher constitutes one of the concerns of this study. Mastering teaching materials before entering the classroom and delivering lessons is a prerequisite for quality teaching (Darling-Hammond, 1990). If a teacher enters the class without fully understanding the material to be taught, this is a fatal error. Typically, responsible teachers are those who consistently monitor the development of their students by investing time in understanding learning and creating an engaging classroom environment. The need for subject mastery for teachers is a real standard. A teacher must hone their professional skills before becoming one. Factors such as the significance of understanding the subject/material and how important the material is for students contribute to how vital it is for a teacher to master the material (Davis & Krajcik, 2005).

The teacher is the instrument that most determines the success of learning among the three learning factors (namely, raw input, instrument, and environment) (Schachter & Gass, 2013). Teachers are only one of the learning instruments, but the teacher factor is much more decisive than other factors. Mastery of material allows teachers to identify and select lesson materials into sections. Teachers can choose teaching materials ranging from the easiest to the most challenging, with a variety of methods, media, and stages to suit their needs. Mastery of teaching materials indicates a comprehensive understanding of all aspects of the learning materials. Teachers who master the teaching materials possess a fundamental understanding of the body of knowledge being taught. A teacher should break down the structure of teaching materials, including identifying the weaknesses and advantages, as well as the most accessible and most difficult parts.

Mastery of materials involves possessing an in-depth understanding and adept application of knowledge about a specific material, typically within practical contexts. It requires understanding the inherent characteristics of the material and utilizing it effectively and innovatively in various situations. Mastery of materials enables teachers to select the materials to teach and those to be covered later. The teacher knows precisely where the prerequisite, core, and developmental knowledge lies. Teachers can distinguish facts, concepts, and generalizations from the material being taught. Mastery of material also allows teachers to choose appropriate methods, stages, and media to teach the subject matter step-by-step (Stronge, 2007).

2.2 Teaching Strategy

Effective teachers are not only aware of the suitable materials to be presented to their students, but also the strategies for delivering them (Cooper & McIntyre, 1996). An appropriate teaching strategy certainly makes the knowledge absorption process for students more effective. Understanding of teaching strategy enables teachers to control the learning process based on the needs of students (Biggs, 2012; Joyce et al., 2015). Some teaching strategies are studied in this research. The most popular strategy is direct instruction, which explains the material, and the students are in a mode of receiving knowledge. The strategy involves one-way interaction, led by the teacher, which is suitable for introducing new concepts that require full class attention (Carnine & Fletcher-Janzen, 2008). Another teaching strategy is indirect instruction, which creates a relaxed atmosphere where teachers can use analogies, stories, anecdotes, or images to convey the material, making it easier for students to understand and process new content (Bonnette et al., 2001).

The following teaching strategy is autonomous learning, where students are given specific tasks to complete alone or in groups. They are responsible for finding ways to accomplish the tasks while the teacher provides monitoring and occasional guidance. Student self-study can sometimes enhance understanding more effectively than traditional explanations (Nunan, 1996). Learning through experience is an interactive and enjoyable teaching strategy (Andresen et al., 1999; Bion, 2023; Boyd & Fales, 1983; Daudelin, 1996; Waddock, 2003). Under the teacher's guidance, students are encouraged to independently draw conclusions and apply their learning, such as during field studies or study tours, to enhance their understanding of theoretical concepts.

Lastly, interactive learning is another engaging teaching strategy involving active participation, observation, summarization, and review to enhance student understanding (Buehl, 2017; Reeves, 2012; Rieber, 1996). Teachers should act as guides, asking questions and helping students reach conclusions, utilizing strategies such as debate, presentations, and group discussions to deepen students' knowledge once they understand the material (Buehl, 2017). The strategies are ordered based on the teacher's involvement level, depending on the content, learning materials, student age, culture, and gender.

2.3 Using Multimedia

Teachers should strive to enhance their proficiency in utilizing multimedia to capture students' interest in learning. Multimedia facilitates the delivery of learning materials and encourages student engagement through interactive technologies (Robin, 2008). Multimedia involves the use of various forms of communication, such as text, animation, graphics, sound, and video, integrated into the computer system (Diepold et al., 2005; Furht et al., 2012; Huang, 2005). Recently, multimedia has become more popular due to advancements in high-resolution computer monitors, video and sound technology, and improved business processes related to personal computers. A desktop computer can now record sound and video, edit sound and images to create special effects, mix and produce sound and video, generate different graphics, including animations, and integrate all these elements into a multimedia format.

Teachers should follow educational experts' recommendations to utilize a variety of media as required, engaging multiple senses in the teaching and learning process (Robins et al., 2003). To fulfill this requirement, multimedia is one of the most effective methods for teaching and learning. Multimedia-based learning offers several advantages over traditional whiteboard and chalk methods. It engages multiple senses, making learning more engaging. Additionally, it can help students learn more effectively and efficiently. Multimedia also provides a targeted teaching platform and can greatly enhance students' learning motivation. Multimedia must be introduced to technology students as early as possible for optimal results (Keengwe & Onchwari, 2009; Robins et al., 2003).

2.4 Providing Feedback

Students are encouraged to be active in their learning as their efforts are valued. Feedback helps them identify areas for improvement, and the teacher guides them towards their goals (Ames, 2012). Teachers strive to prevent student failure, as it harms students, teachers, and parents. Teachers can identify program flaws and improve their teaching methods with their expertise. Teachers can improve feedback from students by providing limited answers in certain situations to grasp the test content (Hattie & Gan, 2011). Tests, such as end-of-lesson, daily, and mid-semester evaluations, provide valuable feedback for teachers and students. They help teachers assess students' understanding, make necessary adjustments, and guide students in recognizing areas for improvement. Additionally, teachers should provide feedback by pointing out mistakes in student assignments.

Teachers can become very frustrated with overcrowded classes and students who lack discipline (Okeke & Mtyuda, 2017). Hence, during the learning process, the teacher should carefully observe the student's activities (McGourty, 2000). During feedback sessions, avoid students sharing answers or discussing questions amongst themselves. Encourage discussions

between teachers and students, as well as among students. By observing students' work, teachers can identify weaknesses and provide guidance. Additional comments may come from fellow teachers. When teachers give students feedback that pushes for excellence, it applies to all students' work (Sadler, 2010). The exercise book showcases students' work, depending on their ability and effort. Students are keen to understand the value their teacher or friend places on their work. Consequently, the teacher should commend those students who complete their work accurately. When dealing with disobedient students, teachers should guide them in problem-solving and decision-making. They can provide instructions or suggestions to acknowledge students' efforts and should respond to their feedback on their work. Displaying students' work as a learning resource encourages them to improve and feel proud of their accomplishments.

3. METHODS

3.1 Research Design

This research is quantitative and uses a case study design. A case study, also known as a case report, is an in-depth or intensive study of a single individual or specific group, while a case series is a grouping of similar case studies/case reports (Creswell & Creswell, 2023; Mills & Gay, 2019). In this case, the specific group is certified teachers, whose performance is the case to report. This study involved a detailed assessment of certified teachers, including subject mastery, teaching strategy, the use of multimedia, and providing feedback. It was assessed from three perspectives, including the school principal, fellow teachers, and students.

3.2 Data Collection Technique

The researchers distributed an online five-point Likert scale questionnaire. Sixty-one public elementary schools were willing to participate in this study; a school principal, a fellow teacher, and a student represented each school. We randomly selected fellow teachers who teach the same subject and students taught by the participating certified teachers to avoid school principal intervention. All respondents were directed to rate the certified English teachers using four indicators: subject mastery, teaching strategy, using multimedia, and providing feedback. The results of the assessment were analyzed using Amos software.

3.3 Research Instruments

The researcher's instrument was a questionnaire with a five-point Likert scale. It assessed certified teachers through school principals, fellow teachers, and students. The certified teachers' performance was assessed based on five indicators: subject mastery, teaching strategy, use of multimedia, and provision of feedback. Each indicator consists of 1 representing 'totally dissatisfied', 2 'dissatisfied', 3 'neutral', 4 'satisfied', and 5 'totally satisfied'.

3.4 Population and Samples

The population in this research was certified teachers at elementary schools in South Sulawesi, Indonesia. The researchers applied convenience sampling to obtain data from respondents willingly (Sedgwick, 2013). Sixty-one public elementary schools were willing to participate in this research. Each school was represented by a school principal, a fellow teacher, and a student, who were recruited and engaged in assessing certified teachers' performance.

3.5 Data Analysis

This study applied multivariate data analysis to investigate the performance of the certified teachers. The data were measured by standardized factor loading and construct reliability. Hair et

al. (2019) revealed that standardized factor loadings ought to be within 0.5 to 0.7 to measure the certified teachers' performance. Construct reliability was used to cross-check the consistency of feedback by school principals, fellow teachers, and students. Construct reliability indicates construct validity; a score greater than 0.7 indicates internal consistency (Hair et al., 2019).

4. RESULTS

This section consists of the factor loadings and the construct's reliability based on the results of the assessment of the certified teachers. The factor loadings, followed by construct reliability, are subject to strengthening the indication of construct validity to examine the certified teachers' performance. The details of these two aspects are described in the following subsections.

4.1 Factor Loadings

Confirming the performance of a certified teacher, the researchers involved the school principal, fellow teachers, and students as assessors. Three respondents assessed each teacher from the 61 total sample to cross-check the consistency of the responses. All the factor loadings below 0.5 were deleted from this model. Factor loading below 0.5 is suggested for deletion in CFA (Hair et al., 2019). Therefore, this study retains four indicators, receiving a response from sixty-one school principals, fellow teachers, and students. Table 1 indicates the remaining standardized factor loadings.

Table 1. Factor loadings.

No.	Indicators	Factor loadings		
		School principals' assessment	Fellow teachers' assessment	Students' assessment
1	Subject mastery	0.71	0.74	0.52
2	Teaching strategy	0.71	0.77	0.92
3	Using multimedia	0.65	0.80	0.63
4	Providing feedback	0.52	0.53	0.58

Table 1 shows that the school principal and fellow teacher agree in assessing the subject mastery, teaching strategy, and providing feedback. However, students' assessments align with those of the school principals on using multimedia, and are closely related to both school principals and fellow teachers on providing feedback. All the indicators showed standardized factor loadings. Table 1 shows similar results of the school principals' and teacher fellows' assessment for the certified teachers. The factor loadings on subject matters and teaching strategy are within the range of 0.71 to 0.77, indicating ideal convergent validity. However, students considered the subject mastery by certified teachers to remain within the standardized estimate, based on the factor loadings of 0.52; teacher strategy is convergent validity, reaching the 0.92-factor loadings. Factor loadings on the indicator of using multimedia by school principals and students for assessment are close in score, at 0.65 compared to 0.63. Finally, the three groups of assessors show very close factor loadings on the providing feedback indicator, 0.52 for school principal assessment, 0.53 for fellow teacher assessment, and 0.58 for students' assessment.

This study found differences among students', school principals', and fellow teachers' assessments on subject mastery indicators. The factor loadings derived from the students' assessments, school principals' assessments, and fellow teachers' assessments are 0.52, 0.71, and 0.74, respectively. This study indicates that students experienced their teachers performing acceptable subject mastery, while school principals and fellow teachers considered that the certified teachers were good at subject mastery. This circumstance indicates the difference between the students' perception and teachers' actual behaviors (Gorham & Christophel, 1992). This difference highlights the importance of using multiple perspectives in teacher evaluations to gain a more comprehensive understanding of teaching effectiveness.

4.2 Construct Reliability

The reliability test in CFA, specifically in convergent validity, involves examining construct reliability. CR is frequently applied as an indicator of convergent validity in Structural Equation Modeling (SEM) models. CR is calculated from the total squared of factor loadings (L_i) and the summation of error variance (e_i). A CR value of 0.7 or higher designates good reliability and is acceptable for a score between 0.6 and 0.7 (Hair et al., 2019).

$$CR = \frac{\left(\sum_{i=1}^n L_i\right)^2}{\left(\sum_{i=1}^n L_i\right)^2 + \left(\sum_{i=1}^n e_i\right)}$$

4.2.1 School principals' assessment

Calculating the CR required the output of the AMOS 18 software on squared factor loading and error variance estimate. The squared factor loadings on this assessment are 0.507, 0.503, 0.422, and 0.266, and error variance estimates are 0.093, 0.151, 0.127, and 0.136, respectively. The following formula shows the reliability test results for the school principals' assessment.

$$\begin{aligned} CR &= \frac{1.698}{1.698 + 0.507} \\ CR &= \frac{1.698}{2.205} \\ CR &= 0.77 \end{aligned}$$

The formula above shows that the CR value of the school principal assessment demonstrates high reliability. Thus, the school principals' assessment results on certified teachers' performance demonstrate high reliability. Hence, this study shows that the school principals' assessment is reliable in measuring the performance of certified teachers and indicates good performance by the certified teachers.

4.2.2 Fellow teachers' assessment

The outputs of squared factor loadings on this fellow teachers' assessment are 0.544, 0.594, 0.641, and 0.284, as well as error variance, which is 0.119, 0.119, 0.081, and 0.173. Determining the CR necessitates dividing the sum of the squared factor loadings by the sum of squared factor loadings plus the sum of error variance. This calculation provides the composite reliability (CR), which assesses the internal consistency and reliability of the fellow teachers' assessment construct. The details of the fellow teachers' assessment are as follows:

$$\begin{aligned} CR &= \frac{2.063}{2.063 + 0.492} \\ CR &= \frac{2.063}{2.555} \\ CR &= 0.81 \end{aligned}$$

The above formula indicates that the CR value of fellow teachers' assessments exhibits correspondingly good reliability. Thus, this study's results show that the reliability of the fellow teachers' assessments in assessing certified teacher performance is at an optimum level. This study also indicates that the certified teachers were performing well. This finding suggests that the process used by the fellow teachers is considered reliable and that the certified teachers are showing satisfactory levels of performance. It reflects significant results for both the assessment process and the teachers' performance.

4.2.3 Student assessment

The AMOS 18 outputs in this study show the squared factor loadings and error variance of student assessments. These values are essential for understanding the relationships between observed variables (student assessments) and underlying latent factors, as well as the amount of unexplained variance in the assessments. The values of squared factor loadings are 0.272, 0.843, 0.395, and 0.334, and the error variance is 0.221, 0.035, 0.142, and 0.166. The formula below shows the CR results of students' and certified teachers' assessments.

$$CR = \frac{1.844}{1.844 + 0.564}$$

$$CR = \frac{1.844}{2.408}$$

$$CR = 0.76$$

The above formula indicates the high reliability of students' assessments, as it exceeds 0.7. For this reason, this study's results reveal the good reliability of students' assessments in assessing certified teachers' performance. This study also signifies that the performance of certified teachers is at a reasonable level. The study suggests that student assessments are reliable and that certified teachers are performing well, based on a reliability score above 0.7. This finding indicates that the assessment method is reliable and can be trusted to gauge teacher performance accurately. The high reliability score implies the assessment items are measuring the same underlying concept, and the results are therefore internally consistent.

5. DISCUSSION

Establishing a teachers' certification program indicates a high commitment from the Indonesian government to increase the professionalism of teachers. The program is dedicated to those teachers who lead in improving the quality of national education. Teacher achievement standards are needed on an ongoing basis, based on the need to improve teachers' professionalism and welfare. We, in this study, further describe all the indicators based on assessments of school principals, fellow teachers, and students. Different groups consisting of principals, fellow teachers, and students assessed four indicators: subject mastery, teaching strategy, using multimedia, and providing feedback to measure the certified teacher's competence objectively.

5.1 Subject Mastery

The material we refer to is a series of contents and points in a subject that the teacher delivers when teaching. Of course, the material is essential for students. However, important material can sometimes be tedious for students if not delivered using interesting learning methods. The material supports the students' success in mastering the subject matter and expanding their knowledge. Ensuring a thorough mastery of teaching materials before entering the classroom and delivering lessons is crucial for achieving high-quality teaching outcomes (Darling-Hammond, 1990). This study proved that students' scores were average regarding teachers' subject mastery. However, the school principal and fellow teachers scored quite highly, indicating sufficient subject mastery based on students' perspectives. A teacher's mastery of the material depends on understanding its significance for students (Davis & Krajcik, 2005).

5.2 Teaching Strategy

The present study shows that students gave an excellent assessment of teachers' teaching strategies, although they marked that their subject mastery was not good enough. Teachers in this

study applied specific teaching strategies based on the students' circumstances and the materials' topic. In this research, certified teachers often used five methods. The first is direct instruction, where the teacher explains the material, and the students receive knowledge (Carnine & Fletcher-Janzen, 2008). The following method is indirect instruction, which makes students more comfortable and able to manage new content they hear and to think about what the teacher has said (Bonnette et al., 2001). The following method is autonomous learning that can improve their understanding compared to an explanation (Nunan, 1996). Another method is learning by experiencing, an interactive and fun way of learning (Waddock, 2003). The last method is interactive learning, which requires the full involvement of teachers and students to encourage students to participate, observe, summarize, and repeat their learning results to learn more about their understanding (Le et al., 2017).

5.3 Using Multimedia

This study shows that school principals and students scored proper assessments of multimedia use, whereas fellow teachers were awarded a very good score. Therefore, according to the study, teachers must maximize their competency in using multimedia to make students more interested in learning. Multimedia makes it easier for teachers to deliver learning materials, and students feel involved in the learning process because multimedia technologies allow interactivity (Robin, 2008). Teachers perceived higher performance on multimedia use from fellow teachers than from school principals and students. This phenomenon is subjective because objective assessment is from the perspective of the school principals and the students. For this reason, teachers should consider the recommendation of educational experts that they should carry out the complete media as needed and touch the various senses in the teaching and learning process (Robins et al., 2003).

5.4 Providing Feedback

This study shows that all three groups (school principals, fellow teachers, and students) experienced that teachers performed very well in providing student feedback. Feedback constitutes the teacher's comments on the student's work. This comment may be made in writing on the job or verbally, directly to the student concerned. In principle, a teacher should be able to improve the learning process. Students are encouraged to be more active in their learning because their work is appreciated. After receiving their suggestions or comments, students understand the shortcomings of their work and immediately want to improve it. The teacher is responsible for the success of his students towards the expected goal (Ames, 2012). No teacher wants their students to fail in their achievements. No teacher likes to fail. The failure of student learning is not only a loss for those concerned but also a disadvantage for teachers and parents. Having the required knowledge, teachers are empowered. No more students are expected to experience learning failure due to teacher feedback. Teachers can immediately see the lack of program planning and implementation of learning directly, and can try to improve their abilities accordingly.

6. CONCLUSION

This study shows the covariance (relationships) among school principals', fellow teachers', and students' assessments of certified teachers' performance. The findings in this study highlight the critical difference between students and teachers in terms of certified teachers' subject mastery performance. In contrast, the school principals indicated a similar perception to their fellow teachers. This study investigated the subject mastery of accredited teachers from the perspectives of school principals, fellow teachers, and students. This study confirms that students gave an average score to teachers' subject mastery, although both the school principals and fellow teachers assessed it to be at a 'very good' level. This study indicates that students provided an excellent

appraisal of the certified teachers' teaching strategy, although they noticed that the teachers' subject mastery was 'fairly good'. This study also shows that while school principals and students assessed the teachers' multimedia use as 'fairly good', their fellow teachers awarded an excellent score. Therefore, the certified teachers in this study are indispensable to utilizing their multimedia-use competency to lead students who are more interested in learning. Thus, this study shows teachers' subjective views on multimedia use. Multimedia technology is a new technology in the field of computers that can make learning media more complete. Multimedia summarizes the media in the software. This study indicates that school principals, fellow teachers, and students assessed the certified teachers as 'fairly good' in providing feedback on the performance of certified English teachers. For this reason, in the upcoming teacher certification program, especially for an English teacher, giving feedback to students should be emphasized in the training.

This study also indicates that the teachers seemed highly motivated to join the teacher certification program, despite the requirement to perform well. Teachers should be certified based on four aspects: subject mastery, teaching strategy, use of multimedia, and providing feedback. Moreover, a teacher certification program influences the well-being of teachers due to the requirement to receive more incentives from the government. Education should provide an incentive to increase the motivation of teachers to avoid job dissatisfaction (Okeke & Mtyuda, 2017). A teacher certification program is expected to help teachers in this regard, especially English teachers, improve their professionalism. A professional teacher is required to perform quality teaching and learning (Rusznayak, 2018). Thus, teacher certification programs can improve teachers' professionalism and students' excellence.

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