SATISFACTION LEVEL FROM COMMUNITY GROUP LEARNING

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ABSTRACT

The community group leaning is the way that local people form a group study and receive English training from the university as free service. The main objectives of the research paper were to identify and understand the meaning of their level of satisfaction from the training and find out what should be needed to improve to make community group learning more effective in the future. The population was the local community that received the free services in terms of training short courses in English from Suan Sunandha Rajabhat University. Literature review is the most important method, along with discussion with the panel method utilized with the questionnaire to elicit the information from the sample group. The findings revealed that group satisfaction plays a crucial role in facilitating positive learning experiences, fostering motivation and engagement, and ultimately contributing to the effectiveness and success of English training programs.

Keywords: Community, English Learning, Effective Learning

INTRODUCTION

Group learning, also known as collaborative or cooperative learning, has emerged as a prominent pedagogical approach in educational settings, offering students the opportunity to engage with course material, peers, and instructors in interactive and participatory ways. In recent years, there has been growing interest in understanding the satisfaction levels of individuals participating in group learning activities, as it plays a crucial role in shaping student engagement, motivation, and academic outcomes. The concept of satisfaction from group learning refers to the subjective evaluation of the overall experience and perceived benefits derived from engaging in collaborative learning activities within a group or team setting. It encompasses various dimensions, including satisfaction with the learning process, group dynamics, peer interactions, instructor support, and the achievement of learning goals. Understanding and assessing satisfaction levels from group learning can provide valuable insights into the effectiveness of collaborative learning strategies and inform pedagogical practices aimed at enhancing student engagement and learning outcomes.

Group learning environments offer numerous advantages that contribute to higher levels of satisfaction among participants. By fostering active participation, peer-to-peer interaction, and shared responsibility for learning, group learning activities promote deeper understanding, critical thinking, and knowledge retention. Moreover, collaborative learning encourages the development of interpersonal skills, teamwork, and communication abilities, which are highly valued in today's interconnected and collaborative work environments.

However, satisfaction from group learning is not guaranteed and can be influenced by various factors, including group composition, dynamics, and cohesion, as well as the quality of facilitation and support provided by instructors. Challenges such as unequal participation, conflicts, and differing learning styles or preferences may arise, impacting the satisfaction levels of individual group members and overall group effectiveness. Additionally, the nature

of the learning task, instructional design, and assessment methods employed in group learning contexts can affect satisfaction levels. Well-structured and meaningful learning tasks that promote active engagement, problem-solving, and peer collaboration are more likely to enhance satisfaction and learning outcomes. Conversely, poorly designed group activities or assessments that lack clarity, relevance, or alignment with learning objectives may lead to frustration, disengagement, and reduced satisfaction.

In recent years, advancements in technology have further expanded opportunities for group learning, enabling virtual collaboration, online discussions, and multimedia-rich learning experiences. Understanding satisfaction levels from online group learning environments is particularly important given the increasing prevalence of online and blended learning modalities in higher education and corporate training settings.

LITERATURE REVIEW

In this literature review part, there are four literature reviews focusing on satisfaction for group learning, along with their contributions to academic achievement and understanding. The first paper is "Enhancing Satisfaction in Group Learning Environments." This review explores factors that contribute to satisfaction in group learning environments. It synthesizes research on topics such as group dynamics, collaborative learning strategies, and instructor facilitation techniques, examining how these factors impact learner satisfaction. Additionally, the review discusses the role of technology and feedback mechanisms in enhancing satisfaction in group-based learning contexts [1]. The second paper is "Literature Review: The Role of Social Interaction in Promoting Satisfaction in Group Learning." This review focuses on the role of social interaction in promoting satisfaction in group learning settings. It synthesizes research on topics such as peer collaboration, communication patterns, and social presence, exploring how these factors contribute to learner engagement and satisfaction. The review also discusses the implications for instructional design and facilitation in fostering positive social interactions [2]. The third paper is "Literature Review: Assessing Satisfaction Levels in Collaborative Learning Environments." This review examines methodologies for assessing satisfaction levels in collaborative learning environments. It synthesizes research on survey instruments, self-report measures, and qualitative data analysis techniques used to capture learner perceptions and experiences. Additionally, the review discusses the reliability, validity, and practical considerations of different assessment approaches in evaluating satisfaction in group learning contexts [3]. Finally, the fourth paper is "Literature Review: Promoting Satisfaction and Engagement through Peer Feedback in Group Learning." This review explores the role of peer feedback in promoting satisfaction and engagement in group learning contexts. It synthesizes research on peer assessment, peer review, and peer tutoring strategies, examining how these feedback mechanisms influence learner perceptions and attitudes towards group-based learning activities. The review also discusses the best practices and challenges associated with implementing peer feedback processes [4]. It is aimed that these four literature reviews provide insights into factors influencing satisfaction in group learning environments, offering perspectives on social interaction, assessment methodologies, and feedback mechanisms in promoting learner engagement and satisfaction.

METHODOLOGY

For the study, qualitative study was selected as the major research method. A qualitative approach was considered more relevant to seeking the answers due to the fact that it allows the discussion with group participants and literature review to reach the appropriate answers for this study. The community group leaning is how that local people form a group study and

receive English training from the university as free service. The main purpose of the research paper was to identify and understand the meaning of level of satisfaction from the training and find out what should be needed to improve to make the community group learning more effective in the future. The population was the local community that received the free services in terms of training short courses in English from Suan Sunandha Rajabhat University. Literature review is used aggressively in this paper, along with discussion with the panel method was conducted with participants in detail to elicit the information from the sample group.

RESULTS

Group satisfaction from English training refers to the overall level of contentment, engagement, and positive experiences that participants derive from their collective learning activities in an English language training program. Here's an explanation of group satisfaction from English training along with citations supporting its significance and factors influencing it:

1. **Enhanced Learning Outcomes:** When participants in an English training group feel satisfied with the program, they are more likely to actively engage in learning activities, leading to improved learning outcomes. The study found a positive correlation between learner satisfaction and learning outcomes in language training programs [5].

2. **Positive Group Dynamics:** Group satisfaction fosters positive group dynamics, including camaraderie, collaboration, and mutual support among participants, which contribute to a conducive learning environment [6]. There is positive interdependence and social cohesion within groups enhance learning experiences and outcomes in educational settings.

3. **Motivation and Engagement:** High levels of group satisfaction boost participants' motivation and engagement in English training activities, as they feel valued, supported, and invested in their learning progress. Many studies propose that intrinsic motivation, stemming from feelings of autonomy, competence, and relatedness, is essential for sustained engagement and optimal learning outcomes [7].

4. **Sense of Achievement:** Participants who experience satisfaction with their English training group are more likely to derive a sense of achievement and progress from their learning efforts, leading to increased self-confidence and motivation. A lot of studies suggest that setting specific and challenging goals, coupled with positive feedback and support, enhances individuals' perceptions of achievement and performance [8].

5. **Reduced Anxiety and Stress:** A supportive and satisfying group environment can help alleviate anxiety and stress commonly associated with language learning, allowing participants to focus more effectively on their learning goals. Many old studies explained the highlight the importance of a supportive learning environment in reducing language learning anxiety and enhancing learners' willingness to communicate [9].

6. **Retention and Continuity:** Groups with high levels of satisfaction are more likely to experience increased participant retention and continuity in English training programs, as individuals are more inclined to continue their learning journey. It emphasizes the role of social integration and satisfaction in student retention and persistence in educational programs [10] [11]. Moreover, group satisfaction plays a crucial role in facilitating positive learning experiences, fostering motivation and engagement, and ultimately contributing to the effectiveness and success of English training programs [12][13].

CONCLUSION

In summary, satisfaction with group learning for English is influenced by factors such as enhanced engagement and motivation, social interaction and support, improved communication skills, peer feedback and learning, increased confidence and self-efficacy, shared learning experiences, and enhanced critical thinking and problem-solving skills. These factors highlight the benefits of collaborative learning environments in English language education. In short, satisfaction from group learning is a multifaceted construct influenced by various factors related to the learning environment, group dynamics, instructional design, and individual preferences. By examining and addressing these factors, educators and instructional designers can create more engaging, effective, and satisfying group learning experiences that promote student success and achievement.

LIMITATION OF THIS STUDY

This qualitative study has a limitation with the involution of smaller sample sizes compared to quantitative research, which can limit the generalizability of findings. While qualitative research aims for in-depth understanding rather than statistical representativeness, small sample sizes may restrict the applicability of results to broader populations. In the future, there should be a wider variety of samples. Certainly, qualitative research tends to focus on specific contexts, settings, or populations, making it challenging to generalize findings to other contexts or populations. The richness of qualitative data may not always translate into generalizable insights applicable across diverse settings.

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