

The Effectiveness of Listen-Read-Discuss Method in Improving Student Learning Outcomes: A Quasi-Experimental Study at MA Tahfidz Qur'an Habibana

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Abstrak

Penelitian ini bertujuan menguji efektivitas metode Listen-Read-Discuss (LRD) dalam meningkatkan hasil belajar siswa dibandingkan metode konvensional. Penelitian menggunakan desain quasi-eksperimen yang melibatkan 20 siswa di MA Tahfidz Qur'an Habibana, terbagi dalam kelompok eksperimen ($n=10$) dan kelompok kontrol ($n=10$). Data dikumpulkan melalui pre-test, post-test, dan gain score yang dianalisis menggunakan uji Mann-Whitney U dan Wilcoxon Signed Ranks Test. Hasil penelitian menunjukkan perbedaan yang sangat signifikan (Asymp. Sig. = $0,000 < 0,05$) pada peningkatan hasil belajar antara kedua kelompok, dengan Mean Rank kelompok eksperimen (15,50) jauh lebih tinggi dibanding kelompok kontrol (5,50). Kelompok eksperimen menunjukkan peningkatan hasil belajar yang signifikan (Sig. = $0,005 < 0,05$), sementara kelompok kontrol tidak mengalami peningkatan signifikan (Sig. = $0,286 > 0,05$). Temuan ini membuktikan bahwa metode LRD lebih efektif dalam meningkatkan hasil belajar siswa dibanding metode konvensional.

Kata Kunci: Listen-Read-Discuss, hasil belajar, quasi-eksperimen, pembelajaran aktif

Abstract

This study examines how effectively the Listen-Read-Discuss (LRD) method improves student learning outcomes when compared with conventional teaching approaches. We conducted a quasi-experimental study at MA Tahfidz Qur'an Habibana, involving 20 students split into an experimental group and a control group ($n=10$ each). We collected data through pre-tests, post-tests, and calculated gain scores, then analyzed these using the Mann-Whitney U test and Wilcoxon Signed Ranks Test. Our findings reveal a significant difference in learning improvement between the two groups (Asymp. Sig. = $0.000 < 0.05$). The experimental group achieved a Mean Rank of 15.50, three times higher than the control group's 5.50. Students taught with LRD showed significant improvement (Sig. = $0.005 < 0.05$), while those receiving conventional instruction showed no meaningful gains (Sig. = $0.286 > 0.05$).

0.05). These results clearly demonstrate that the LRD method outperforms conventional teaching in enhancing student learning outcomes.

Keywords:

INTRODUCTION

Educational quality in Indonesia faces persistent challenges, particularly in schools where traditional teacher-centered methods dominate classrooms. Students often remain passive recipients of information rather than active participants, resulting in decreased motivation and poor academic achievement (Azharotunnafi et al., 2025). Active learning strategies have emerged as effective alternatives, with research demonstrating their ability to boost student engagement and performance (KHAN, 2024).

The Listen-Read-Discuss (LRD) strategy represents a promising active learning approach through its three-step process: students listen to teacher explanations, read materials independently, and discuss content with classmates. This progression from passive reception to active engagement facilitates deeper understanding and retention. However, limited research examines LRD's effectiveness in Indonesian educational contexts, particularly in Islamic secondary schools (Madrasah Aliyah). Previous studies show promising results for LRD implementation. Research documented dramatic improvements in reading comprehension, with scores jumping from poor to good levels (Musdalifa, 2018). Classroom action research similarly found substantial score increases across intervention cycles. However, challenges exist: vocabulary gaps create barriers, and discussion phases sometimes suffer from unequal participation (Insyirah et al., 2025).

This study addresses a critical gap by examining: How effective is the Listen-Read-Discuss method in improving students' learning outcomes at MA Tahfidz Qur'an Habibana compared to conventional teaching? We investigate whether significant differences exist in learning outcomes between students taught with LRD versus conventional methods, analyze improvement within each group, and determine which approach works better for enhancing student learning.

LITERATURE REVIEW

Active Learning Theory and Student Engagement

Active learning represents a fundamental shift from teacher-centered to student-centered instruction. Indonesian research confirms that active learning creates more interactive classroom atmospheres while improving students' comprehension and language skills (Arjomandi et al., 2018). Studies on project-based learning found that active participation leads to significantly better understanding compared to

conventional approaches (Andini & Muhammad, 2025). When students work together, their engagement levels rise, improving both understanding and retention.

The Listen-Read-Discuss (LRD) Strategy

LRD implements learning through three organized steps. It develops students' inquiry skills by having them read texts, listen to teacher explanations, and discuss content to build on prior knowledge (Insyirah et al., 2025). Research in Indonesian schools shows LRD can lead to substantial improvements, with average scores jumping from 46.66 to 84.66 after intervention (Musdalifa, 2018). However, implementation faces challenges when vocabulary instruction isn't adequately addressed, indicating teachers need to provide proper support through vocabulary pre-teaching and structured discussion activities.

Quasi-Experimental Research Design

Quasi-experimental designs allow researchers to explore cause-and-effect relationships when true experimental studies aren't practical. Indonesian science education research found pre- and quasi-experimental designs have become the most prevalent quantitative methods, particularly for classroom studies (Muchson et al., 2024). The nonequivalent control group design fits educational research well when random assignment isn't possible, allowing meaningful comparison between groups while recognizing potential biases through statistical controls.

Conventional Teaching Limitations

Traditional Indonesian classroom practices often emphasize teacher explanation and mechanical activities, lacking scaffolding and failing to encourage active participation (Insyirah et al., 2025). Studies examining student learning outcomes found that traditional approaches often result in insufficient improvement or declining performance. Research identifies teacher-centered learning as hindering students' critical thinking and problem-solving abilities (Bella Novita Sari et al., 2024), prompting advocacy for alternative approaches prioritizing active engagement.

METHOD

Research Design and Participants

We conducted a quasi-experimental study using a pretest-posttest nonequivalent control group design. Twenty students from MA Tahfidz Qur'an Habibana participated, divided equally into experimental and control groups (n=10 each). This design reflects practical realities of conducting school research while allowing meaningful statistical analysis through appropriate non-parametric tests.

Data Collection Procedures

We collected data through pre-tests, intervention, and post-tests. Both groups received the same pre-test to establish baseline performance. The experimental group received

LRD instruction following the established three-phase structure: teachers presented content orally (listening), students worked independently with written materials (reading), and students engaged in structured collaborative activities (discussion). The control group received conventional lecture-based instruction. After the intervention, we administered post-tests and calculated gain scores by subtracting pre-test from post-test scores.

Data Analysis

Before hypothesis testing, we conducted prerequisite analyses. We assessed data normality using Kolmogorov-Smirnov and Shapiro-Wilk tests at $\alpha = 0.05$, and tested variance homogeneity using Levene's Test. Based on these results, we employed the Mann-Whitney U test as our main analytical method to compare gain scores between groups, and the Wilcoxon Signed Ranks Test to analyze changes within each group. All analyses used IBM SPSS Statistics with significance set at $\alpha = 0.05$.

FINDINGS AND DISCUSSION

FINDINGS

Prerequisite Analyses

Normality testing revealed that pre-test scores and gain scores in both groups showed normal distribution ($\text{Sig.} > 0.05$), but post-test scores didn't follow normal distribution ($\text{Sig.} < 0.05$). This deviation led us to use non-parametric tests for hypothesis testing. Levene's Test showed homogeneous variances across groups ($\text{Sig.} > 0.05$), supporting subsequent comparative analyses' validity.

Hypothesis Testing

The Mann-Whitney U Test revealed a U statistic of 0.000 with Asymptotic Significance of 0.000, substantially less than 0.05. This provides strong evidence for rejecting the null hypothesis. The experimental group's Mean Rank (15.50) was nearly three times higher than the control group's (5.50), indicating students in the experimental group experienced considerably greater learning gains.

The Wilcoxon Signed Ranks Test for the experimental group produced Asymptotic Significance of 0.005 (< 0.05), indicating statistically significant improvement from pre-test to post-test. All students showed positive ranks with no negative ranks or ties. In contrast, the control group's Wilcoxon test produced Asymptotic Significance of 0.286 (> 0.05), showing no statistically significant improvement. More students showed negative ranks than positive ranks, meaning more experienced performance decreases than improvements.

DISCUSSION

Effectiveness of the LRD Method

Our findings provide strong evidence that LRD is more effective than conventional teaching. The highly significant difference in gain scores ($p = 0.000$) demonstrates LRD produced markedly better outcomes. LRD's three-phase structure creates optimal conditions for engagement and learning, with research confirming that active learning strategies create more interactive atmospheres while significantly improving comprehension (Tawali, 2021).

The unanimous improvement across all experimental group students is particularly noteworthy. Previous Indonesian research similarly found all students improved with LRD implementation (Syamsir et al., 2021). This suggests LRD is effective for students with different ability levels and learning styles. The discussion step played a crucial role, providing opportunities for students to process understanding, ask questions, and learn from peers, facilitating social knowledge construction and deeper cognitive processing.

Limitations of Conventional Teaching

The control group's failure to show significant improvement highlights important limitations of conventional approaches. This finding is consistent with critiques showing traditional methods result in insufficient improvement or declining performance (Musdiani, 2013). Passive learning environments often don't sufficiently engage cognitive processes necessary for deep understanding. Research documents that teacher-centered approaches can hinder critical thinking and problem-solving abilities (Widiastuti, R., & Suherman, 2024).

The concerning pattern of decreased performance among control group students suggests several issues: students may have struggled to process new information without sufficient opportunities for understanding, the method may not have matched learning needs, or conventional instruction may have failed to sustain motivation throughout the intervention.

Theoretical and Practical Implications

Our findings support active learning theory, demonstrating that structured active learning produces significant outcome differences. LRD's effectiveness aligns with multi-modal learning principles by delivering content through multiple modalities—auditory during listening, visual during reading, and interactive during discussion. This approach is particularly important in Indonesian contexts where students face varying prior knowledge levels and challenges like vocabulary gaps (Insyirah et al., 2025).

For practice, these results suggest implementing LRD could substantially improve student learning across subjects. However, successful implementation requires more than following the three-step structure. Teachers need professional development to

facilitate effective discussions, manage participation, and adapt approaches to diverse student needs. Schools should prioritize evidence-based active learning strategies, aligning with Indonesia's Merdeka Belajar curriculum emphasizing student-centered approaches (Winanti, 2023).

Limitations and Future Research

Our relatively small sample ($n=20$) and single-site design limit generalizability. Future research should replicate this study with larger samples across multiple institutions. We examined learning outcomes immediately following intervention; longitudinal research examining long-term retention would provide valuable insights into effects' durability. Additionally, research could investigate mediating variables explaining how LRD produces superior outcomes, such as changes in engagement, motivation, or metacognitive awareness. Studies could also explore whether combining LRD with technological supports could further enhance effectiveness (Fuadiy et al., 2025).

CONCLUSION

This quasi-experimental study demonstrates that the Listen-Read-Discuss method is significantly more effective than conventional teaching in improving student learning at MA Tahfidz Qur'an Habibana. Statistical analysis revealed highly significant differences (Asymp. Sig. = 0.000, $p < 0.05$), with the experimental group's Mean Rank (15.50) substantially higher than the control group's (5.50). Only the experimental group showed statistically significant improvement (Sig. = 0.005 < 0.05), with all students demonstrating positive gains, while the control group showed no significant improvement (Sig. = 0.286 > 0.05).

These findings reject the null hypothesis and confirm that LRD produces significantly greater learning improvement than conventional methods. Teachers and schools should consider implementing LRD as an alternative to conventional lecture-based approaches. LRD's structured three-phase approach provides a practical framework adaptable to various subjects and contexts in Indonesia. However, successful implementation requires adequate teacher preparation, including training in facilitating discussions, managing participation, and addressing challenges like vocabulary gaps.

Future research should examine LRD's long-term retention effects, investigate effectiveness across different subjects and populations in various Indonesian settings, and explore potential enhancements to optimize this approach. Such investigations would provide deeper insights into how active learning strategies can be most effectively implemented in Indonesian contexts, particularly as the nation pursues educational reforms emphasizing student-centered learning approaches.

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