

EFFECTIVENESS OF DISPUTE TECHNIQUE GROUP COUNSELING COGNITIVE IN OVERCOMING FEAR OF FAILURE IN STUDENTS QUR'AN MEMORIZER AT MA TAHFIZHIL QURAN MEDAN

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ABSTRACT

The purpose of this study is to ascertain whether group therapy using the Cognitive Dispute approach can help students at MA Tahfizhil Qur'an Medan who memorize the Qur'an overcome the fear of failure. This study uses a quantitative methodology using a Nonequivalent Control Group Design and a Quasi Experimental form. There were 50 students in the study population, 25 of whom were in class XI-A and 25 of whom were in class XI-B. Five students from class XI-A served as the experimental group and five students from class XI-B served as the control group in this study. Purposive sampling is a method used for sampling. With the use of SPSS 22 for WindWos, the data analysis method uses the Mann-Whitney and Wilcoxon tests. Asymp values were obtained using the findings of the Mann-Whitney test. The Wilcoxon test findings showed a result of $0.042 < 0.05$, and sig. (2-tailed) is $0.009 < 0.05$. According to the test results, there was a striking difference between the experimental and control groups, and it can be concluded that offering group counseling services using the Cognitive Dispute technique helped students who memorized the Qur'an overcome their Fear of Failure.

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INTRODUCTIONS

The Prophet Muhammad PBUH received the revelation of the Qur'an, the holy book of Muslims, which serves as a comprehensive guide to life for everyone. It contains the guidance that people need to live in this world and find salvation in the next world. The Qur'an, the last miracle of Allah SWT, is a source of knowledge, ethics, laws, and human values in addition to being a spiritual text (Yusuf, 2025). Therefore, maintaining and implementing the content of the Qur'an is the responsibility of every Muslim, including in trying to memorize it.

Memorizing the Qur'an is one of the highly valued achievements in the world of Islamic education. This process requires perseverance and high cognitive ability. In addition to memorizing verses correctly, memorizers of the Qur'an are also required to understand and internalize the meaning contained in them. Memorizing the Qur'an is usually considered a profound spiritual practice, offering meaning and purpose in the lives of its memorizers (Satra & Muarifah, 2024). A Qur'an memorizer usually shows a deep commitment to religious values and has a strong motivation to achieve spiritual and academic goals. In addition, in memorizing the Qur'an, there are also various tests and trials faced. One of them is the fear of failure in memorizing the Qur'an.

Fear of Failure can be a significant obstacle for students who memorize the Qur'an. According to Conroy et al., (2007), Fear of failure refers to the tendency to feel threatened and anxious in situations that involve the possibility of failure. Moreover Lanula et al., (2024) defines fear of failure as a negative perception that a person has of a certain condition. This perception often stems from irrational beliefs, which arise as a result of various factors, such as pressure from close people, such as parents, as well as bad events that have been experienced. All of these factors can lead to the emergence of a fear of failure in individuals.

According to Conroy (2001), The Fear of Failure aspect consists of (1) Fear of experiencing embarrassment and awkwardness, (2) Fear of deteriorating self-esteem, (3) Fear of future uncertainty, (4) Fear of losing the interest of those closest to you, and (5) Fear of disappointing those closest to you. These dimensions exhibit the diverse nature of Fear of Failure, which includes social, personal, and future concerns. These aspects are particularly relevant in the context of Qur'anic memorization, where social status, self-esteem as a religious student, and expectations from family often play a major role. In the Qur'an there are several verses that discuss Fear of Failure, one of which is in surah Al-Baqarah verse 155 as follows:

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ وَنَبْشُرُ الصَّابِرِينَ

Indeed, We will test you with a little fear, hunger, lack of wealth, soul, and fruits. And bring glad tidings to those who are patient. (QS. Al-Baqarah: 155)

This verse teaches that in life, every human being will inevitably face various tests, including the fear of failure. God explained that fear and lack are part of the test that must be faced with patience. The fear of failure is often an obstacle for a person to try and act. However, this verse reminds us that patience and trust in God will bring joy. Failure is not the end of everything, but rather part of a learning process that must be faced with the belief that God will give the best for His patient servants.

In addition to learning general subjects, students at MA Tahfizhil Qur'an Medan are expected to be able to memorize the Qur'an. A number of students at MA Tahfizhil Qur'an Medan who memorized the Qur'an showed signs of fear of failure, according to interviews with BK teachers. This is marked by the fact that there are still many students who are afraid of disappointing their parents if they cannot meet their parents' expectations related to success in memorizing the Qur'an, fear and disbelief in their abilities and worry about the views of others. In addition, researchers have also disseminated the Fear of Failure scale which has been tested for validity and reliability. The results of the distribution of the Fear of Failure scale can be concluded that out of 50 students who filled in the scale, there were 19 students who were indicated for Fear of Failure. One of the efforts that can be made in dealing with this problem is to conduct group counseling through the REBT approach using the Dispute Cognitive technique.

Dispute cognitive is one of the counseling techniques with the REBT approach. Disputing involves, challenges and questions the client's hypotheses that are not based on himself, others and the world (Nelson, 2011) Students at MA Tahfizhil Qur'an Medan are expected to be able to understand the Qur'an in addition to learning the traditional curriculum. According to BK teachers, a large number of students at MA Tahfizhil Qur'an Medan who study the Qur'an explain the signs of fear of failure (Seplyana, 2019). The fundamental principle of this approach to human nature is that people are susceptible to illogical thinking, which is largely learned through social interactions.

In addition, people can retrain their minds to think more logically (Yunita & Karneli, 2022). The goal of this strategy is to use cognitive dispute techniques to persuade people to adopt more rational thinking than their illogical thinking.

Research by Hakim et al., (2024) entitled "The Importance of Rational Emotional Behavior Counseling with Cognitive Dispute Techniques to Overcome Anxiety in Adolescents" concluded that REBT counseling uses effective cognitive dispute techniques to reduce anxiety in adolescents by changing their irrational beliefs or thoughts into rational and healthy ones. This is one of several studies that discuss the effectiveness of group counseling with Cognitive Dispute techniques. Furthermore, a study titled "Reducing Academic Burnout Through Cognitive Dispute and Imagination Dispute Technical Group Counseling" by Lestari et al., (2024) show the effectiveness of group counseling using cognitive dispute techniques and Imagination Dispute in reducing students' academic fatigue.

However, there is still no research that uses Dispute Cognitive techniques to overcome Fear of Failure. Research like this needs to be done to help students who memorize the Qur'an who have irrational thoughts related to the fear of failure to become more rational minds. Furthermore, development research can be based on the results of this research. In addition, BK teachers can use the findings to help students at MA Tahfizhil Qur'an feel not afraid of failure.

Therefore, based on the presentation that has been described, the researcher is interested in conducting a study entitled "The Effectiveness of Cognitive Dispute Technique Group Counseling in Overcoming the Fear of Failure in Students Memorizing the Qur'an at MA Tahfizhil Qur'an Medan". The selection of MA Tahfizhil Qur'an Medan as the location of the research was based on initial observations that showed indications of Fear of Failure in students who memorized the Qur'an at the school and the desire to make a real contribution in improving the psychological welfare of students in the Islamic education environment in Medan.

METHOD

The methodology of this study is quantitative and uses experimental research techniques. Sugiono (2023) Define experimental research as a research methodology that uses controlled experiments to ascertain the impact of independent variables (treatments) on dependent variables (outcomes). According to the expert's point of view above, this study uses an experimental approach to find out whether group counseling using cognitive dispute techniques can help students who are memorizing the Qur'an overcome the fear of failure. This study used a quasi-experimental design, which is a type of unequal control group design. The experimental group was treated in the study, and the control group served as a comparison (Soesana et al., 2023). As a result, it was possible to determine whether the group receiving therapy was different from the group that did not.

MA Tahfizhil Qur'an Medan, located on Jalan Selamat Ketaren in Deli Serdang, North Sumatra, is where this research was conducted. The population in this study is all students of class XI-A and all students of class XI-B totaling 50 students. Five students from class XI-A as the experimental group and five students from class XI-B as the control group in this study. The pre-test findings, which show each student's highest level of Fear of Failure, serve as the basis for this decision. This is consistent with the Purposive Sampling methodology, which is the sampling method used. Purposive sample technique. According to Sihotang (2023), is a sampling strategy that takes into account certain factors based on the research requirements.

The data collection technique carried out in this study is by using a questionnaire that discusses Fear of Failure. This is intended to find out how many students experience Fear of Failure, especially in grades XI-A and grades XI-B. This questionnaire consists of items arranged based on the aspects of Fear of Failure presented by Conroy. These aspects consist of; (1) Fear of embarrassment and awkwardness, (2) Fear of declining self-esteem, (3) Fear of future uncertainty, (4) Fear of losing interest from those closest to you, and (5) Fear of disappointing those closest to you. The research data is in the form of a Likert scale. As stated by Amelia et al. (2023), states that the

Likert scale is used to measure a person's perception, attitude, or opinion about something that has been established by the researcher.

Before distributing the Fear of Failure questionnaire, the researcher conducted validator tests and field tests to ensure that the items of the statement items were suitable for dissemination. Then the researcher spread the Fear of Failure scale at MA Tahfizhil Qur'an with a total of 50 students. The statement items distributed were 25 items. Based on the validity and reliability test, the results were obtained that the 25 statements could be said to be valid and the cronbach alpha in the reliability test was 0.828. As a decision-making basis, if the value of sig. greater than 0.05 can be declared valid.

The Wilcoxon Signed Rank Test and the Mann Whitney U Test are the data analysis methods used in this study. To determine if there was a significant difference between the trial group, which served as the treatment group, and the control group, which served as the non-treatment group (comparator). The Mann Whitney U test is used to determine whether the experimental group has changed before and after therapy.

RESULTS AND DISCUSSION

Results

This research was conducted at MA Tahfizhil Qur'an Medan to find out whether the use of group counseling with a cognitive dispute approach is beneficial in reducing the Fear Of Failure of students who are memorizing the Qur'an. Two groups, the experimental group, consisting of the five students with the highest scores in class XI-A, and the control group, consisting of the five students with the highest scores in class XI-B were used as research samples in this study. Each group member in this study was selected based on the results of the pre-test given.

Table 1. Fear Of Failure pre-test results in the experimental group and control group

Experimental Group				Control Group			
Student Name	Score	%	Category	Student Name	Score	%	Category
S1	93	74	Tall	S1	87	70	Tall
S2	85	68	Tall	S2	82	66	Tall
S3	85	68	Tall	S3	79	63	Medium
S4	88	70	Tall	S4	87	70	Tall
S5	82	66	Tall	S5	82	66	Medium

Based on the table, it can be concluded that five students in the experimental group will receive treatment in the form of group counseling using cognitive dispute techniques for four meetings, while five students in the control group will receive treatment without using cognitive dispute techniques (for comparison). After the treatment was given to the two groups, the next step was to carry out a post test to the two groups.

Table 2. Hasil post test *Fear Of Failure* pada kelompok eksperimen dan kelompok kontrol ialah sebagai berikut:

Experimental Group				Control Group			
Student Name	Score	%	Category	Student Name	Score	%	Category
C	58	46	Low	S1	71	57	Medium
S2	68	54	Medium	S2	78	62	Medium

S3	64	51	Medium	S3	80	64	Medium
S4	59	49	Low	S4	71	57	Medium
S5	60	49	Low	S5	77	62	Medium

Based on the table, it can be concluded that after the treatment in the form of providing group counseling services with Dispute Cognitive techniques to the experimental group, there was a decrease in the level of Fear of Failure in students. All members of the experimental group who were initially in the high category after the treatment was given were in the medium and low categories. Meanwhile, in the control group, not all students experienced a decrease in Fear of Failure. This shows that the provision of group counseling services using the Dispute Cognitive technique is effective in overcoming the Fear of Failure in students who memorize the Qur'an.

To find out the significant difference between the experimental group and the control group, the Mann-Whitney test was carried out using the help of SPSS 22 for windwrights, with the following results:

Test Statistics^a

	Students' Fear Of Failure Results
Mann-Whitney U	.000
Wilcoxon W	15.000
Z	-2.619
Asymp. Sig. (2-tailed)	.009
Exact Sig. [2*(1-tailed Sig.)]	.008 ^b

The Asymp score findings came from the results of the Mann-Whitney test conducted. There was a significant difference in the Fear of Failure of the experimental group compared to the control group, as shown by Sig. (2-tailed) $0.009 < 0.05$. Therefore, it can be concluded that group counseling services with a dispute cognitive approach help students who memorize the Qur'an overcome their Fear of Failure.

This is in line with a study entitled "The Effectiveness of Want, Direction, Evaluation, Planning Techniques in Increasing Self-Acceptance of Divorce Victims" (Sahdiah & Siregar, 2024). The study showed that the experimental group and the control group had significantly different levels of self-acceptance. To obtain the results of the Asymp score, the Mann-Whitney test has been used to support this. With a significance level of $0.016 < 0.05$, WDEP's technical reality group counseling succeeded in increasing students' self-acceptance.

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In addition, researchers used the Wilcoxon test to see if there was a significant difference between the experimental pre- and post-counseling groups, which involved group counseling sessions using the Dispute Cognitive approach. The following are the results of the Wilcoxon test conducted:

Test Statistics^a

	Post Test - Pre Test
Z	-2.032 ^b
Asymp. Sig. (2-tailed)	.042

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The results of Asymp came from the results of the Wilcoxon test which was carried out with a score of $2.0042 < 0.05$. The hypothesis is accepted if the significance value is less than 0.05, which serves as the basis for decision-making. Thus, it can be said that there is a difference between the pre and post-counseling states of the experimental group. It shows how students who memorize the Qur'an can effectively overcome their Fear of Failure through the use of group counseling services and Dispute Cognitive methods.

This is in line with the research entitled "Brainstorming Techniques to Reduce the Level of Academic Anxiety of Private High School Students Pab 8 Saentis" by Octavia & Jamila (2024). The study showed that there was an average difference between the pre-test and post-test scores of the experimental group. In line with the findings of the Wilcoxon test, which showed a result of $0.012 < 0.05$, it can be concluded that the experimental group experienced less anxiety after the group counseling service using the brainstorming technique.

Discussion

The purpose of this study is to find out whether group counseling with a Dispute Cognitive approach will help students at MA Tahfizhil Qur'an Medan who memorize the Qur'an overcome the fear of failure. Four group counseling sessions using the Dispute Cognitive method are offered. The stages of implementation are first, BK teachers help counselors see and realize that their thinking is illogical and irrational. Counselors can better understand how and why irrationality may arise by using these techniques. During this phase, counselors are taught that they can change this. The BK teacher then assists the counselor in believing that these negative thoughts and emotions can be eliminated and changed in the second stage. In this case, counseling helps in the exploration of concepts to ascertain the goals of logical thinking. In addition, BK teachers use questions to deal with unreasonable counseling thoughts. Then the third stage, is to prevent counseling from getting mired in problems caused by illogical thinking, BK teachers help counselors in fostering logical thoughts. Counselors must understand that different people can interpret the same experience in different ways. Counselors are asked to mention positive behaviors and feelings when they have successfully identified illogical ideas about a problem. Counselors are encouraged to keep thinking positively and reject negative ideas with the support of BK teachers.

The Dispute Cognitive technique has three stages, according to previous research by Dahlia et al. (2025). The first is the awareness of irrational thoughts; the second is the understanding that these negative thoughts and feelings can be challenged and changed; and the third is the development of rational beliefs, which significantly influences the conversion of irrational thoughts and helps students realize that negative thoughts, such as anxiety, which are exaggerated, inaccurate, or unrealistic, can be replaced with more rational and healthy thoughts. In addition, a study by Syahrani et al. (2025), found that four students had a high category of online gaming addiction before receiving counseling using the Dispute Cognitive approach. All four pupils, however, fall into the low category after counseling. This shows that students can successfully overcome online gaming addiction by using the Dispute Cognitive method.

The first finding obtained in this study is that the research subjects have irrational thoughts related to the fear of failure in memorizing the Qur'an. The main factors for students experiencing Fear of Failure are the worry of not being able to meet the expectations of themselves or others, comparisons with friends who have a higher number of memorization, and the fear of forgetting when depositing memorization in front of the teacher. During the provision of services, BK teachers direct students to start realizing that negative thoughts will affect the quality of students' memorization.

The second finding obtained in this study is to train students to be able to recognize the difference between racial thinking and irrational thinking. As well as challenging irrational thinking that triggers fear. In this case, some students begin to realize that he has irrational thoughts related to failure in memorizing the Qur'an and there is a realization that mistakes in memorizing the Qur'an are not the end of everything, but part of the learning process.

The third finding obtained in this study is to invite students to build rational thinking by replacing irrational thinking with more rational thinking, such as "If I fail to memorize the Qur'an, it means that I have failed in everything". Using the Cognitive Dispute technique, the BK teacher counters this thinking by asking Logical Disputes questions with the intention of pointing out the illogical leaps made by the client based on the demands preferences at the time he or she thinks irrationally. Like, "Is it true that successful people have never experienced failure?". In this case, some students stated that there was a change in motivation in memorizing the Qur'an because students were not too worried about something that had not happened yet.

The fourth finding obtained in this study is that some students report a decrease in fear of failure in memorizing the Qur'an and students are also committed to using the Dispute Cognitive technique as an affirmation to remain enthusiastic in memorizing the Qur'an. Meanwhile, the findings obtained in the control group showed that there was a change in Fear of Failure that was not too significant when compared to the experimental group. This is marked by the fact that there are still students who do not experience changes after being given treatment without using counseling techniques.

Based on this presentation, before the Dispute Cognitive technique was given to the experimental group, students felt reluctant and afraid to tell about the problems they experienced. However, after understanding was given, students began to open up and tell about the problems they experienced. In addition, based on the results of the pre-test and post test, there are significant changes. Therefore, it can be concluded that the implementation of Dispute Cognitive group counseling is effective in overcoming Fear of Failure in students who memorize the Quran at MA Tahfizhil Qur'an Medan.

CONCLUSION

Based on the results of the research conducted with the title "The Effectiveness of Cognitive Dispute Technique Group Counseling in Overcoming Fear of Failure in Students Memorizing the Qur'an at MA Tahfizhil Qur'an Medan, it can be concluded that before the treatment was given, the 10 students who had the highest level of Fear of Failure were in the high category. However, after the treatment was given, it was in the medium and low categories. Students are also able to dispute irrational thinking related to the fear of failure and turn it into more rational thinking. In addition, the Wicoxon test showed that there was a marked difference between the pre- and post-treatment states of the experimental group. The experimental group that received services in the form of counseling services, the Dispute Cognitive technique group, and the control group, which was a comparison group that received only regular group counseling, could then be differentiated from each other using the Mann-Whitney U test. Based on this, it can be said that students who memorized the Qur'an could effectively overcome their Fear Failure by using group counseling combined with the Dispute method Cognitive.

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