

The Effectiveness of Group Guidance Using the ABCDE Technique to Reduce Students' Anxiety in Memorizing the Qur'an

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Abstract: This research aims to determine the effectiveness of group counseling services using the ABCDE technique in reducing students' anxiety in memorizing the Qur'an at MTs Hifzhil Qur'an. Anxiety is one of the factors that can hinder the memorization process and reduce students' motivation to learn. The ABCDE technique, which is part of the Rational Emotive Behavior Therapy (REBT) approach, is designed to help students identify and replace irrational beliefs that are the source of anxiety. This research employs a quantitative approach with a quasi-experimental design of the nonequivalent control group type. The research sample consisted of 20 eighth-grade students who were selected using purposive sampling techniques and divided into an experimental group and a control group. The research instrument was a Likert scale questionnaire that had been tested for validity and reliability. Data analysis using a paired sample t-test showed a significant difference between anxiety levels before and after the intervention in the experimental group. The obtained significance value was $0.000 < 0.05$, indicating that group guidance using the ABCDE technique is effective in reducing students' anxiety in memorizing the Qur'an. These findings support the use of the ABCDE technique as a relevant psychopedagogical intervention in the context of religious education.

Keywords: ABCDE Technique, Group Guidance, Memorization of the Qur'an, Students' Anxiety

A. Introduction

Anxiety is a psychological condition characterized by feelings of discomfort, tension, and worry about something that may not happen. This anxiety can be general or specific depending on its triggers (Savitri & Swandi, 2023). In the context of religious education, one form of anxiety that often arises is the anxiety in memorizing the Qur'an, which is an emotional state that causes tension, concentration disturbances, and a decrease in motivation when students are trying to memorize the holy verses (Iskandar, 2022). This anxiety directly impacts the effectiveness of memorization, memory ability, and the students' continued commitment to memorization targets (Wasiyem, 2023). One of the services that can be provided by school counselors to address this anxiety is group guidance, which is the process of providing

psychological assistance to individuals in a group setting through the dynamics and interactions among members (Siregar, 2023). However, the effectiveness of group guidance will be maximized if combined with the right psychotherapeutic strategies (Kartika & Siregar, 2023). One of the potential techniques is the ABCDE technique, which is part of the Rational Emotive Behavior Therapy (REBT) approach developed by Albert Ellis.

The ABCDE technique consists of five stages, namely: Activating Event (triggering event), Belief (rational or irrational belief), Consequence (emotional and behavioral consequences), Disputing (disputing irrational beliefs), and Effective New Belief (replacing beliefs with rational ones) (Thompson, 2003). This approach helps individuals replace negative thought patterns that are the source of anxiety with more realistic and healthy thinking (Istalamatunnada & Azzahro, 2023).

Based on the phenomena observed at MTs Hifzhil Qur'an, the symptoms displayed during memorization anxiety of the Qur'an include the memorization targets of the Qur'an, exam targets that feel far from being achievable, a tight schedule of activities, strict requirements for memorization submissions, and pressure and expectations from parents. The physical symptoms often felt are increased heart rate, sweating, nausea, decreased appetite, and cold fingers in the hands and feet. When someone faces a dangerous and frightening situation, their heart will beat faster, their breath will become short, their mouth will become dry, and their palms will sweat; this type of reaction then causes anxiety responses.

Research on academic anxiety has been widely conducted, including efforts to reduce it through counseling services and psychological interventions. One popular approach is Rational Emotive Behavior Therapy (REBT), with the ABCDE technique being one of its main strategies (Izzulhaq & Akbar, 2023). This technique has been proven effective in reducing general anxiety, improving emotional intelligence, and fostering a more adaptive mindset in various educational and clinical contexts (Syafi'i & Mulya, 2024). However, research specifically applying the ABCDE technique in the religious context, especially among Quran memorization students, is still very limited. The anxiety in memorizing the Quran has unique characteristics, where spiritual, academic, and social pressures are present simultaneously, as indicated by research results by (Nurjunima & Triyani, 2024) finding the target memorization load, expectations from the pesantren and parents, as well as routine evaluations through verse submissions, creates a different kind of anxiety dynamic compared to general academic anxiety. Some research by (Lestari & Fitriyani, 2023) more focused on interventions such as relaxation techniques to reduce anxiety in facing tahfidz exams, or the use of REBT counseling to improve students' emotional aspects in general. However, there has not yet been a study that explicitly investigates the effectiveness of the ABCDE technique in group guidance services aimed at reducing specific anxiety related to memorizing the Quran in formal institutions such as MTs Hifzhil Quran. Therefore, this research fills an important gap in the literature by integrating the REBT

approach through the ABCDE technique in a group counseling service format for cases of specific anxiety in students who memorize the Qur'an. This represents a significant novelty, as the contextualization of the ABCDE Technique in education based on Islamic values, particularly in tahfizh education, is addressed. The focus on specific anxiety (memorizing the Qur'an) has not been widely studied before in the REBT literature. The group counseling service format serves as a more appropriate medium for interventions aligned with the psychopedagogical approaches of schools and pesantren.

The novelty of this approach is also supported by practical needs in the field, considering that students of MTs Hifzhil Qur'an exhibit significant anxiety symptoms but have not received much structured psychological intervention. Therefore, this research is expected to contribute to the development of an integrative counseling service model that combines cognitive-behavioral psychology with the context of religious education.

B. Methods

This research uses a quantitative approach because it aims to test the effectiveness of group guidance services using the ABCDE technique in reducing students' anxiety in memorizing the Qur'an. The quantitative approach is chosen because it is capable of verifying a theory or truth, providing statistical descriptions, and systematically analyzing data through numbers or graphs (Creswell, 2020). The type of research used is quasi-experimental with a non-equivalent control group design, also known as the pre-test post-test control group design. In this design, both the experimental group and the control group are not randomly selected, but rather determined based on certain predetermined characteristics (Sugiyono, 2022). This design involves two groups: the experimental group that is given treatment in the form of group guidance with the ABCDE technique, and the control group that does not receive any treatment. Measurements are taken twice, that is, before the treatment (pre-test) and after the treatment (post-test), so that the results of the treatment can be known more accurately by comparing them to the initial conditions before the treatment is given.

The population in this study is all grade VIII students of MTs Hifzhil Qur'an, totaling 55 people. From this number, 20 students were selected as samples for the research, consisting of 10 students in the experimental group and 10 students in the control group. The sample was determined using a purposive sampling technique, which is a sampling method based on specific criteria relevant to the research objectives. In this case, the main criterion is students who have a high level of anxiety in memorizing the Quran. The purposive sampling technique allows researchers to select individuals who truly meet certain characteristics, such as symptoms of anxiety while memorizing, difficulty concentrating, or psychological tension during tahfizh activities (Nasution & Siregar, 2023). The instrument used in this study is a questionnaire on anxiety in memorizing the Qur'an, which is structured in the form

of a Likert scale. This questionnaire was developed based on indicators of anxiety behavior, including cognitive aspects (such as negative thoughts and worries), emotional aspects (such as fear and tension), as well as physiological aspects (such as sweating and heart palpitations). Before being used, this questionnaire underwent content validity testing by experts and was tested for reliability to ensure that the instrument is indeed suitable for data collection.

Before the main analysis is conducted, the data is first tested through prerequisite analysis tests, namely the normality test and the homogeneity test. Since the sample size is less than 30, the Shapiro-Wilk normality test is used, which is more suitable for small sample sizes. A homogeneity test is also conducted to ensure that the variances of the two groups are homogeneous. After the data meets the prerequisites, an analysis is performed using the Paired Sample t-Test, which aims to compare the average scores of the pre-test and post-test in the experimental group to see the effectiveness of the treatment. This test can show the presence of a statistically significant difference before and after the treatment is given (Hasibuan, 2023). The entire data analysis process, including prerequisite tests and hypothesis testing, was conducted using SPSS version 25.0 for Windows, to ensure the accuracy and reliability of the statistical calculations.

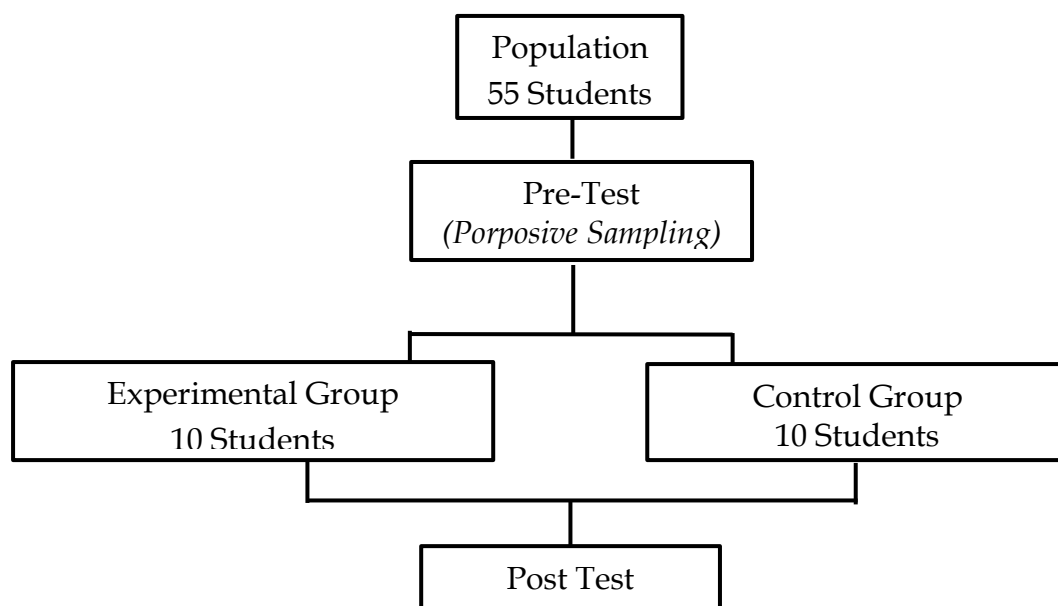


Figure 1. Research Design

C. Results and Discussion

The research was conducted in May at Mts Hifzhil Qur'an. The researcher administered pretest and posttest questionnaires to the students of class VIII-5 as the experimental group and VIII-4 as the control group. The population of the study consisted of 55 students. The sample of the study comprised 20 students, consisting of 10 students as the experimental sample and 10 students as the control sample. The

distribution of the pretest questionnaire for the experimental and control samples is presented in the following table:

Table 1. Results of Pretest and Posttest for the Experimental Group and Control Group

No	Experimental Group				Control Group			
	Pretest		Posttest		Pretest		Posttest	
	Score	Category	Skor	Category	Score	Category	Score	Category
1	144	Tall	89	Currently	118	Tall	104	Currently
2	141	Tall	83	Currently	124	Tall	127	Tall
3	128	Tall	80	Currently	119	Tall	87	Currently
4	126	Tall	81	Currently	121	Tall	107	Currently
5	123	Tall	85	Currently	123	Tall	94	Currently
6	120	Tall	72	Low	118	Tall	122	Tall
7	119	Tall	64	Low	127	Tall	123	Tall
8	121	Tall	83	Currently	127	Tall	122	Tall
9	118	Tall	69	Low	129	Tall	120	Tall
10	119	Tall	72	Low	120	Tall	112	Currently

The table above shows the results obtained by the experimental group before the treatment (pretest) where 10 students experienced high anxiety, whereas after the treatment (post-test), the number of students experiencing anxiety decreased to 6 with moderate anxiety and 4 with low anxiety. Furthermore, in the control group before the treatment (pretest), 10 students experienced high anxiety, while after the treatment (post-test), the number of students still experiencing high anxiety decreased to 5, and the number of students experiencing moderate anxiety increased to 5.

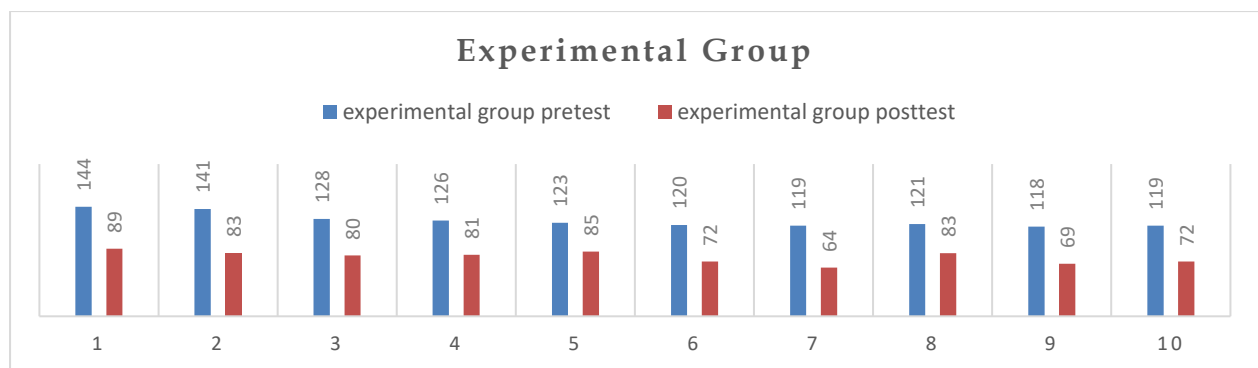


Figure 2. Graph of the experimental group

Figure 2 displays the graphs of the pretest and posttest results from the experimental group, which consists of students who received group counseling services using the ABCDE technique. The graph shows a significant decrease in students' anxiety levels after the intervention was given. Before the intervention, all 10 students in the experimental group were classified in the high anxiety category. However, after participating in the group counseling sessions, there was a noticeable change; 6 students experienced a reduction in anxiety to the moderate category, while the other 4 students even experienced a further decrease into the low category. This decline

indicates that group counseling services using the ABCDE technique can have a significant positive impact on reducing students' anxiety in memorizing the Quran.

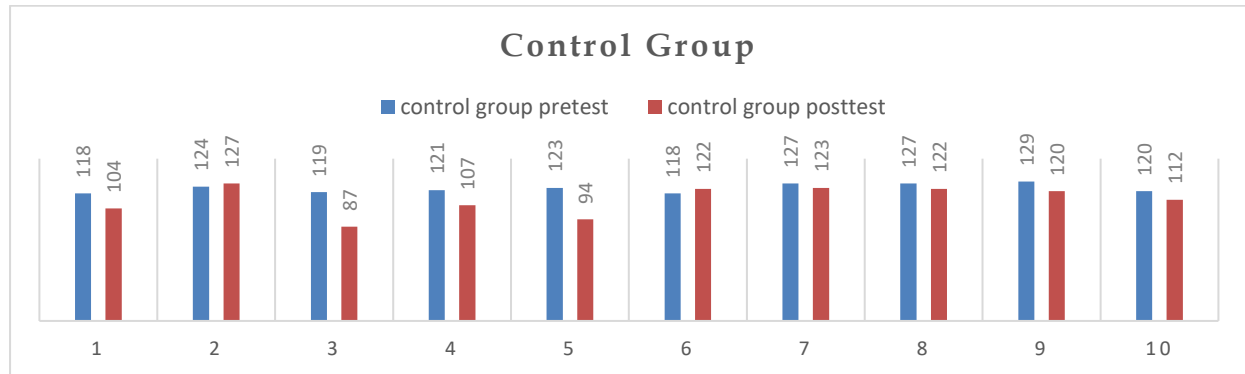


Figure 3. Control group graph

Meanwhile, Figure 3 displays the graph of pretest and posttest results from the control group, which consists of students who did not receive group guidance treatment using the ABCDE technique. The graph results indicate that the changes occurring in this group are not as significant as those in the experimental group. Out of 10 students, five students remained in the high anxiety category after the posttest, while the other five experienced a decrease to a moderate level of anxiety. The lack of treatment resulted in no decrease in the anxiety levels of the students. Overall, the comparison between Figure 2 and Figure 3 illustrates a clear difference between the group that received guidance using the ABCDE technique and the one that did not. The experimental group showed a significant decrease in anxiety, while the control group did not experience any notable changes. These results support the conclusion that the ABCDE technique in group counseling services is effective in reducing students' anxiety in memorizing the Qur'an.

Table 2. Descriptive Statistical Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	10	118	144	125.90	9.339
Posttest Experiment	10	64	89	77.80	8.039
Pretest Control	10	118	129	122.60	4.033
Posttest Control	10	87	127	111.80	13.530
Valid N (listwise)	10				

Based on the table above, the results indicate that the average anxiety score in the experimental group before the treatment (pretest) is 125.90 with a standard deviation of 9.339, whereas after the treatment (posttest) it drastically decreased to 77.80 with a standard deviation of 8.039. Meanwhile, in the control group, the average pretest score is 122.60 and only experienced a slight decrease to 111.80 in the posttest, with the standard deviation increasing from 4.033 to 13.530. These results indicate that there is a more significant reduction in anxiety in the experimental group compared to the control group.

Normality Test: is a test conducted with the aim of assessing the distribution of data in a data set or variable, whether the data distribution is normally distributed or not. This research used the Shapiro-Wilk test. The Shapiro-Wilk test is one of the most popular normality testing methods, especially for data with a small sample size (usually less than 50). Determining the statistical hypothesis in this normality test is:
 H0: Data is Normally Distributed (if sig $\alpha > 0.05$)
 Ha: Data is not Normally Distributed (if sig $\alpha < 0.05$)

Table 3. Normality Test

Tests of Normality		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Result	Experiment Pretest	.222	10	.178	.790	10	.011
	Post-Test Experiment	.208	10	.200*	.938	10	.529
	Pretest Control	.162	10	.200*	.912	10	.298
	Post-Test Control	.228	10	.151	.900	10	.220

*. This is a lower bound of the true significance
 a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk test on the pretest and posttest data, the significance value of the pretest score for the experimental class is 0.011 and 0.298 for the control class. Therefore, it can be concluded that this data is a sample that is normally distributed because the significance value is greater than 0.05. In the table above, the significance level for the post-test of both classes is 0.529 for the experimental class and 0.220 for the control class. With these significance data results, it can be concluded that both classes as well as the pretest and posttest data are samples that are normally distributed.

Homogeneity Test: is an analysis used to test the differences between two or more populations. This means that all characteristics of the population groups can vary from one population to another. The purpose of the homogeneity test is to prove whether several groups of research data have the same variance or not. Thus, it can be assumed that homogeneity means that the set of data being studied has the same characteristics.

Table 4. Homogeneity Test

Test of Homogeneity of Variance		Levene			
		Statistic	df1	df2	Sig.
Result	Based on Mean	2.926	1	18	.104
	Based on Median	2.217	1	18	.154
	Based on Median and with adjusted df	2.217	1	15.194	.157
	Based on trimmed mean	2.828	1	18	.110

Based on the results of the homogeneity test, it was obtained that the significance value of the mean of the pretest and posttest data is 0.104, with the condition that the significance level or probability value is greater than 0.05, it can be stated that the

population has the same variance. Therefore, based on this significance value, it can be concluded that the population in the experimental class and the control class have the same or homogeneous variance.

Paired sample t Test

The paired sample t Test is used to determine if there is a difference in the mean of two paired samples. The requirement for the paired sample t test is that the data is normally distributed. The decision-making guideline in the paired sample t test based on the significance value (sig.) from the SPSS output is: If the sig. (2-tailed) value is less than 0.05, then H_a is accepted and H_o is rejected. Conversely, if the sig. (2-tailed) value is greater than 0.05, then H_a is rejected.

Table 5. Paired Sample t Test

Based on the results of the Paired Sample T-Test conducted on Pair 1 (Pre-experiment-Post-experiment), the average difference value obtained was 48.10000 with a

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-experiment - Post-experiment	48.10000	6.74043	2.13151	43.27819	52.92181	22.566	9	.000
Pair 2	Precontrol - Postcontrol	10.80000	12.02590	3.80292	2.19719	19.40281	2.840	9	.019

significance value (Sig. 2-tailed) of 0.000. Since this significance value is less than 0.05, according to the decision-making guidelines, it can be concluded that H_a is accepted and H_o is rejected. This means that there is a significant difference between the pre-test and post-test scores in the experimental group. In other words, the treatment given to the experimental group has proven to have a significant impact on the results achieved by the students. Next, in Pair 2 (Pre-Control - Post-Control), an average difference value of 10.80000 was obtained with a significance value (Sig. 2-tailed) of 0.019. Similar to before, this value is also smaller than 0.05, thus H_a is accepted and H_o is rejected. This means there is a significant difference between the pre-test and post-test scores in the control group. However, when compared to the experimental group, the size of this difference is smaller.

Overall, it can be concluded that both the experimental group and the control group experienced significant changes between before and after the treatment. Although both groups showed improvement, the experimental group experienced a much greater increase compared to the control group. This indicates that group counseling

using the ABCDE technique has a more positive and effective impact in facilitating change in students. Thus, the ABCDE technique has proven to be one of the effective approaches in implementing group counseling to help students cope with and solve the problems they face.

This research provides statement items in the pretest and posttest questionnaires to 20 students using a questionnaire containing 30 statement items. 10 students for the experimental group and 10 students for the control group. Furthermore, the researcher provided four group guidance sessions using the ABCDE technique to the experimental group.

From the results of the data analysis, group counseling services using the ABCDE technique have been proven effective in reducing anxiety in memorizing the Qur'an among MTs Hifzhil Qur'an students. The pretest results show that all students who were subjects of the study experienced anxiety from high to low, while the posttest results indicate a significant decrease in anxiety levels in the experimental group. This decrease is supported by the results of the Paired Sample t-Test, which show a significance value of 0.000 (< 0.05) for the experimental group, meaning there is a significant difference in anxiety levels before and after the treatment was given.

The research results show that group guidance services using the ABCDE technique have a significant effect on reducing students' anxiety levels in memorizing the Quran at MTs Hifzhil Qur'an. This is evidenced by the comparison of the pretest and posttest scores in the experimental group and the control group, which is visualized in the form of graphs and descriptive statistical tables.

In the experimental group, all students experienced a reduction in anxiety levels after participating in group guidance sessions using the ABCDE technique. Before the treatment, all students were classified as having high anxiety, but after the treatment, 6 students were categorized as having moderate anxiety, and 4 other students experienced a decrease to low anxiety levels. This indicates that the ABCDE technique is effective in helping students reduce anxiety in memorizing the Qur'an.

Based on the graph above, it clearly illustrates that the experimental group showed a significant decrease in the anxiety levels of students after being provided with group counseling using the ABCDE technique. Out of the 10 students who participated in the group counseling, all of them showed a reduction in anxiety scores. This means that group counseling with the ABCDE technique is effective in reducing the anxiety levels of students memorizing the Qur'an. Meanwhile, in the control group graph, there was no visible decrease in anxiety scores between the pretest and posttest. From both graphs, it can be concluded that the group counseling applied to the experimental group was able to provide a positive impact in lowering anxiety, unlike the control group, which did not experience any changes.

The results of the normality test using the Shapiro-Wilk test showed that the data in the experimental and control groups were normally distributed, thus meeting the requirements for conducting a paired sample t-test. The homogeneity test also indicated that both groups have homogeneous variances, with a significance value of $0.104 > 0.05$. The subsequent analysis using the paired sample t-test produced a significance value of $0.000 (< 0.05)$, which means there is a significant difference between the pretest and posttest anxiety scores in the experimental group. This finding reinforces the conclusion that group counseling services using the ABCDE technique are effective in reducing students' anxiety in the context of memorizing the Quran.

The reduction of anxiety is very important in the context of pesantren or madrasah education that emphasizes the achievement of memorizing the Qur'an. High anxiety can hinder concentration, decrease memory retention, and weaken students' motivation. Therefore, the use of the ABCDE technique as part of group guidance services has proven to be an effective approach to be applied in the environment of Qur'an memorization.

The results of this study reinforce empirical evidence that group counseling services using the ABCDE technique are effective in reducing student anxiety, particularly in the context of memorizing the Al-Qur'an at MTs Hifzhil Qur'an. Based on the results of the pretest and posttest, it was found that all students in the experimental group experienced a significant decrease in anxiety levels. This is supported by the results of the Paired Sample t-Test which showed a significance value of $0.000 (< 0.05)$, indicating a significant difference between anxiety scores before and after the treatment.

In general, the ABCDE technique is part of the Rational Emotive Behavior Therapy (REBT) approach developed by Albert Ellis. This approach emphasizes that it is not the events that cause anxiety or emotional distress, but rather the individual's interpretation of those events (Abdillah, Hidayati, & Aini, 2025). In this context, students often experience negative thoughts such as 'I can't memorize' or 'I will definitely fail,' which trigger emotional reactions in the form of anxiety. The ABCDE technique helps students challenge those irrational beliefs and replace them with more realistic and positive thinking.

This discovery aligns with the findings (Nurapriilia, Syafe'i, & Akmansyah, 2024) which shows that group counseling services using the REBT ABCDE technique have a significant effect on the increase in students' emotional intelligence. This increase is directly related to the students' ability to manage emotions, including anxiety. (Asril & Syahrizal, 2024) also proves that the ABCDE technique is effective in reducing academic anxiety among high school students. Through group counseling, students are trained to recognize negative automatic thoughts and perform cognitive restructuring, similar to what was done in this study. (Wulandari, Hermatasiyah, &

Setiyadi, 2025) In his research on junior high school students in Islamic schools, it shows that the ABCDE technique is able to improve emotional regulation and reduce symptoms of social anxiety closely related to lack of self-confidence in learning or memorizing.

Further, (Riyadi, Rahmawati, & Fauziyah, 2025) emphasizes the effectiveness of this technique in a religious-based educational setting. They state that the ABCDE technique is capable of bridging modern psychological approaches with religious values, making it suitable for application in madrasahs or pesantren. (Rahmi & Manurung, 2024) adding that in the post-pandemic education conditions, students face high academic pressure and uncertainty, making interventions that emphasize cognitive restructuring techniques such as ABCDE very relevant. (Istiqomah & Utami, 2022) expresses that the ABCDE technique not only reduces anxiety but also enhances students' academic self-efficacy. Students with high self-confidence tend to perform better in cognitive tasks such as memorization.

Other support comes from research (Khodijah, Wiantina, & Muttaqin, 2024) which found that the application of the ABCDE technique in group counseling reduces students' psychological pressure and enhances learning focus, especially in intensive learning situations such as exams or memorization. In the field of educational psychology, (Ubaidillah & Anita, 2025) emphasizes that students participating in group counseling programs based on REBT experience improved ability to cope with academic pressure. This indicates that this approach can strengthen students' mental resilience in the context of memorization-based education such as Al-Qur'an memorization (tahfizh). (Miftahurrahmat & Mashuri, 2025) In his research, it is also noted that the ABCDE technique can serve as an alternative in light psychological interventions conducted by school counselors, as this method is relatively easy to apply yet very effective for cases of mild to moderate anxiety.

Research (Ramadani & Jinan, 2025) strengthens this view by proving that the ABCDE technique provides reflective space for students to reconstruct meaning from their negative experiences, including failures in learning, in a more emotionally healthy way. Furthermore, the research (Satra & Muarifah, 2024) It shows that the ABCDE intervention is able to reduce exam anxiety even among students with high levels of anxiety. This indicates that the technique is very flexible and can be adapted to various contexts, including students memorizing the Qur'an who face high pressure in memorization achievement.

In a religious context, (Hadinata & Ulum, 2023) emphasizing the importance of psychological support in the process of memorizing the Qur'an. High anxiety is known to reduce memory and concentration. Therefore, approaches such as the ABCDE technique are very relevant as they help manage negative emotions while also strengthening students' religious spirit. (Lilis & Herdi, 2023) shows that group counseling with REBT is not in conflict with Islamic values, but can even be synergized

to support the spiritual and psychological development of students in a balanced manner.

In a scientific process, it is important not only to compare research findings with relevant literature, but also to evaluate several studies that, although generally related to the field of guidance and counseling, are found to be less relevant or not directly aligned with the main focus of the research. In this context, the research aims to test the effectiveness of the ABCDE technique in group guidance services to reduce students' anxiety levels in memorizing the Qur'an. Therefore, a critical review of the literature that appears to have field similarities, yet is non-contextual or lacks depth in addressing the substance of the issues, is required.

One of the journals that is not directly relevant is the research by (Sany, 2022) which discusses the effect of deep breathing techniques on students' academic stress. Although both aim to reduce psychological pressure, the approach used is more physiological through respiratory relaxation, rather than through cognitive restructuring like the ABCDE technique. The fundamental difference lies in the working aspects of the techniques: deep breathing reduces physical tension, while ABCDE addresses thought distortions and irrational beliefs. This shows that the suitability of the approach to the type of anxiety greatly determines the effectiveness of the intervention.

Next, the journal by (Noor, 2025) Regarding game techniques in group guidance to enhance students' social interactions also serves as another example from the literature that is less relevant. The research focused on social and communication skills among students, rather than on managing anxiety or memorization pressure. In this context, it is clear that although group guidance methods are used, the objectives, techniques, and psychological variables addressed are very different, thereby limiting its appeal to this study. Another study that is not relevant comes from (Arneliza & Rahmawati, 2025) which uses a Cognitive Behavioral Therapy (CBT) approach in individual counseling to address online gaming addiction. Although both CBT and ABCDE are cognitive approaches, a significant difference lies in the setting and the problems being intervened. CBT in that study was applied individually and aimed at addictive behaviors, not to address religious anxiety in the context of memorization. Therefore, the results and design of that study cannot be used as a direct reference in assessing the effectiveness of the ABCDE technique in group guidance.

The fourth irrelevant journal is a study by (Azalia, 2025) about self-hypnosis to enhance students' confidence. Self-hypnosis techniques are a form of suggestive intervention that relies on affirmative repetition and deep relaxation conditions, which work very differently compared to the ABCDE technique that focuses on logical evaluation of irrational thoughts. This methodological difference makes self-hypnosis techniques less suitable for addressing complex anxieties that are value-based, such as in the memorization of the Quran.

Finally, the journal by (Nursyah & Apriliawati, 2025) About bibliotherapy to increase students' reading interest highlights a reading-based approach as a counseling method. Although it is included as one of the guidance service techniques, bibliotherapy is not directly designed to manage anxiety or emotional pressure, let alone in the context of memorization or spirituality. This indicates a significant gap between the focus of this research and the approach used in the journal.

This research concludes that group guidance services using the ABCDE technique are effective in reducing the anxiety levels of students when memorizing the Quran. This technique helps students recognize and transform negative thoughts into more rational ones, thereby reducing the emotional pressure they experience. Statistical test results show a significant decrease in anxiety after participating in the intervention. The ABCDE technique has also proven to be relevant and easy to apply in religious-based educational environments, and it can serve as a guidance strategy that supports students' emotional and spiritual balance.

D. Conclusions

The results of this study affirm that the ABCDE technique in group counseling services effectively reduces students' anxiety levels when memorizing the Qur'an. This intervention helps students understand and challenge negative thoughts, allowing them to respond to memorization pressure in a healthier and more constructive manner. The application of the ABCDE technique has a significant positive impact compared to the control group that did not receive similar treatment. These findings are practically important for educators and guidance and counseling teachers, particularly in the pesantren or madrasah environment, as an applicable and systematic strategy for managing students' learning anxiety. This technique can be integrated into group counseling programs as a preventive and curative effort for mild to moderate psychological issues commonly experienced by students, especially in the context of memorization. In addition, the research findings open opportunities for the development of counseling services based on balanced religious and psychological values. For future research directions, it is recommended to test the ABCDE technique on a larger and more diverse sample, including at different educational levels or with other psychological issues such as exam stress, social anxiety, or low academic self-efficacy. Further research can also explore the integration of this technique with contextual religious approaches, such as reinforcing spiritual values in the cognitive restructuring process. This approach not only enhances the effectiveness of the technique but also strengthens students' acceptance of the guidance process as it aligns with the values they adhere to. This finding makes a real contribution to guidance practices in schools and can serve as a reference in designing more holistic guidance programs, particularly in supporting the success of Quranic memorization both emotionally and academically.

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