Tahfidzul Qur'an Curriculum Media Innovation in Islamic Boarding Schools

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	Abstract
Keywords: Curriculum Innovation, Media, Tahfizhul Qur'an, and Islamic Boarding Schools.	This research aims to investigate how the curriculum is innovated in the Tahfizhul Qur'an learning media at the Purbabaru Musthafawiyah Islamic Boarding School. The research method used is qualitative. The findings of this research are as follows: The curriculum at the Musthafawiyah Purbabaru Islamic boarding school employs a unique approach, primarily utilizing classical books that are not arranged linearly (*Kitab Turash*). The Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, follows the *Mu'ilah* curriculum, an internally designed curriculum tailored to the needs of the Islamic boarding school, incorporating various innovations aligned with community needs and the goals established by the school. Among the programs within this curriculum is the *Tahfizhul* Qur'an program. To support the success of the *Tahfizhul* Qur'an at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, appropriate Tahfizhul Qur'an media are necessary. Tahfizhul Qur'an media at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, facilitate curriculum innovation through the use of specialized Qur'ans, *tahfidh* tables, blackboards, and Al-Quran *murattal*. Through the implementation of these media, it is hoped that the curriculum objectives can be achieved successfully, effectively, and efficiently.
	Abstrak
Kata kunci: Inovasi Kurikulum, Media, Tahfizhul Qur'an, dan Pondok Pesantren.	*Tujuan penelitian ini adalah ingin mengetahui bagaimana inovasi kurikulum pada media pembelajaran Tahfizhul Qur'an di Pondok Pesantren Musthafawiyah Purbabaru. Adapun metode penelitian yang digunakan adalah metode penelitian kualitatif. Adapun temuan pada penelitian ini yaitu. Kurikulum di pondok pesantren Musthafawiyah Purbabaru menggunakan kurikulum yang unik karena umumnya menggunakan kitab-kitab klasik yang tidak berbaris (Kitab Turash). Pondok Pesantren Musthafawiyah Purbabaru Sumatera Utara menerapkan kurikulum Mu'adalah, yaitu kurikulum yang dirancang secara internal sesuai kebutuhan pondok pesantren dengan berbagai inovasi sesuai kebutuhan masyarakat dan tujuan yang ditetapkan pondok pesantren. Diantara kurikulum di pondok pesantren ini adalah program Tahfizhul Qur'an. Untuk menunjang suksesnya Tahfizhul Qur'an di Pondok Pesantren Musthafawiyah Purbabaru Sumatera Utara diperlukan media Tahfizhul Qur'an yang tepat guna. Media Tahfizhul Qur'an di Pondok Pesantren Musthafawiyah Purbabaru Sumatera Utara dalam menunjang inovasi kurikulum adalah dengan menggunakan media berupa Alquran khusus, meja tahfizh, papan tulis dan murattal Alquran. Melalui media ini diharapkan tujuan kurikulum yang telah ditetapkan dapat berhasil, efektif dan efisien.*

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INTRODUCTION

Pesantren is an institution of Islamic religious education with many Islamic scientific bodies of knowledge (Futaqi & Mashuri, 2023). The contribution of Islamic boarding schools undoubtedly includes proper curriculum management (Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023; Fitriani, Anam, & Maulana, 2024; Halomoan, Moeis, & Yakubu, 2023). One of the reasons for this success and success is good curriculum management. Curriculum management has an important role in achieving educational goals (M. Aziz, 2017). Purbabaru Musthafawiyah Islamic Boarding School is the oldest Islamic boarding school in North Sumatra with one hundred and eleven years of age. This Islamic boarding school was founded in 1912 by Sheikh Musthafa Husein Nasution, a cleric in Mandailing Natal who had studied in Mecca for a long time. This Islamic boarding school is an Islamic boarding school with a very large number of students, more than a thousand students from both within and outside the country. This Islamic boarding school is a very popular Islamic boarding school in North Sumatra because its graduates can make a big contribution to society in the field of religious knowledge and are needed in society. The success of this Islamic boarding school in producing outstanding students cannot be separated from the curriculum specially prepared by the Musthafawiyah Islamic Boarding School, Purbabaru. Uniquely, the Musthafawiyah Islamic Boarding School, Purbabaru, North Sumatra uses a curriculum that generally uses classical books (*turash*).

A curriculum is crucial in guiding an institution to realize its institutional vision and mission (Ahmadi, Syukur, Shodiq, & Rahman, 2022). The curriculum is an important component in the formal education system, in which there is a learning plan that directs teachers in implementing learning for students so that they have personal readiness and abilities according to community needs (Ahid & Chamid, 2021; Astra, Hafid, & Suban, 2024; Fidayani & Ammar, 2023). Through the curriculum, the education carried out is expected to provide maximum results. The curriculum used by Islamic educational institutions is more focused on community needs and tends to prioritize religious studies. Spiritual lessons are the main lessons to be learned. Increasingly, the curriculum at Madrasas is starting to open up to accepting general lessons combined with spiritual experiences (Z. M. Aziz, 2020). At the Musthfawiyah Islamic Boarding School in Purbabaru, North Sumatra, the Mu'ilah curriculum is used. This curriculum is designed according to the needs of Islamic boarding schools with various innovations according to Islamic boarding school needs.

Curriculum innovation is an inevitability that educational institutions must prepare to respond to the demands and needs of society. The curriculum as a reference material in the learning process must be able to create and deliver the students expected by society based on the needs of the times (Baharun, Wahid, Muali, Rozi, & Fajry, 2022; Rozi, Pujiono, & Maskud, 2023; Safariah & Masykur, 2022). The curriculum must be able to realize the demands of the times as a result of the development of science and progress in the era of globalization (Julaeha, Muslimin, Hadiana, & Zaqiah, 2021). One of the most

important things in the curriculum is the media. Media has an urgent role in achieving curriculum goals well.

Media is a factor that can increase the effectiveness of the learning process, because media has a strategic role and function that can directly or indirectly influence students' motivation, interest, and attention in learning and can visualize the abstract material being taught, making it easier for students to understand (Cahyadi, 2019). Learning media is a teaching aid for teachers to convey teaching material, and increase students' creativity and attention in the learning process. Students will be more motivated to learn, encouraging students to write, speak and stimulate their imagination (Adimsyah, Fauzi, & Rofiq, 2023; Hamzah, Ahmad, Hamzah, Purwati, & Mutia, 2023). Thus, through learning media, the teaching and learning process can be made more effective and efficient and good relationships can be established between teachers and students (Zainal Arifin, 2018). Learning media is an inseparable part of the curriculum implemented in educational institutions such as that carried out by the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra.

This research was conducted to find out how the curriculum was innovated in the Tahfizhul Qur'an learning media at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra. Research on curriculum innovation in Tahfizhul Qur'an learning media has not yet been carried out at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, so this research is important and interesting to carry out. The ability and courage of the Musthfawiyah Islamic Boarding School in Purbabaru, North Sumatra to carry out curriculum innovation by implementing the Mu'ilah curriculum is an effort to respond to the expectations of the community which entrusts its children to the Islamic boarding school by having a very large number of students from various regions of Indonesia and even from abroad. Various curriculum components are innovated to achieve curriculum objectives, including innovation in the Tahfizhul Qur'an media in preparing the best and most qualified graduates following the stated curriculum objectives.

RESEARCH METHODS

This research focuses on Curriculum innovation in Tahfizhul Qur'an media at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra. This research method is qualitative research. Qualitative research is essentially observing people in their living environment interacting with them, trying to understand their language and interpretations of the world around them, and approaching or interacting with people related to the research focus intending to try to understand, explore their views and experiences to obtain information or data needed in research (Sugiyono, 2021).

The qualitative method as stated by is carried out with several considerations, first, adapting the qualitative method is easier when dealing with multiple realities; second, this method presents directly the nature of the relationship between researchers and respondents; third, this method is more sensitive and more adaptable to the many sharpening collective influences and value patterns encountered in research (Moleong,

1989). Based on this, this research is qualitative research conducted at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra regarding curriculum innovation in the Tahfizhul Qur'an media aspect.

This research was conducted in August 2023 at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra. Data collection techniques in this research are through interviews, observation and documentation. The informants in this research were the leaders of the Foundation, namely Ustadz H. Mukhlish Lubis, S.Pd.I, Deputy Secretary Ma'had Musthafawiyah Purbabaru, Ustadz Azhari Aman, Lc, Head of Tahfizhul Qur'an, Ustadz Akhlan Halomoan Nasution, S.Pd, Head of the Tahfizhul Qur'an Curriculum Division, Ustadz Muhammad Taysir Hasibuan, S.Pd.I, Tahfizhul Qur'an Teacher Haji Abdullah Musthafa Nasution Musthafawiyah Islamic Boarding School in Purbabaru. The data analysis technique used in this research is a descriptive technique by creating a picture using data reduction.

RESULTS AND DISCUSSION
Results
Musthafawiyah Islamic Boarding School Curriculum Innovation

Curriculum innovation is new ideas, methods, and ideas that are implemented with the hope of bringing about better changes to the curriculum implemented in educational institutions so that curriculum objectives can be achieved well, effectively, and efficiently. Curriculum innovation is expected to have an impact on the curriculum itself. The curriculum is only a tool or instrument to achieve the stated educational and learning goals. Curriculum Innovation is a renewal or idea that is expected to have an impact on the curriculum itself.

The Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, in terms of curriculum since 2019, has used the *Mu'adalah* curriculum regarding the materials in this curriculum, giving freedom to the Islamic boarding school to create and design according to needs. For Islamic boarding schools that use the *Mu'adalah* curriculum, trust is given to the internal boarding school to design the curriculum used. This curriculum is the Masya'ikh curriculum, meaning that one is given the freedom to determine one's curriculum from grade one to grade seven at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra. This curriculum was submitted to the Ministry of Religion as an Islamic boarding school report resulting from the curriculum design carried out.

The *Mu'adalah* Curriculum at the Purbabaru Musthafawiyah Islamic Boarding School, North Sumatra was designed by Masyaikh, teachers at the Purbabaru Musthafawiyah Islamic Boarding School, and contributions from alumni. The curriculum content at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra is under the needs of the students and generally uses the book *Turash*.

Although the *Mu'adalah* curriculum was created by the Islamic boarding school itself, it is still related to national curriculum concepts such as the creation of lesson plans and syllabi. The *Mu'adalah* curriculum is to maximize the learning process by using

Classical books (*Turash*). This is because when referring to the old curriculum, there are limitations to the materials presented in the learning process. Therefore, the *Mu'adalah* curriculum is very appropriate for use in various Islamic boarding schools that use the *Turash* books in the learning process, including the Purbabaru Musthafawiyah Islamic Boarding School, North Sumatra, where the learning process cannot be separated from the *Turash* books.

The *Mu'adalah* curriculum is the most appropriate curriculum at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, because the internal boarding school better understands the conditions and needs at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra. Therefore, the Islamic boarding school is trying and trying to find the most appropriate design and method for the needs of the learning process at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra.

There are many lessons at the Purbabaru Musthafawiyah Islamic Boarding School, North Sumatra, and generally use *Turash* books and of course require a lot of time and proper curriculum design. Therefore, the *Mu'adalah* curriculum is the best solution for the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra in applying learning materials with various existing learning media, especially the *Turash* books.

Curriculum planning at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra is carried out by the Islamic boarding school curriculum team in collaboration with the Massyaikh council and collaboration with alumni. Regarding the implementation of the learning process, because the number of students is very large, it is divided into two terms. The morning learning term is by the Madrasah Aliyah class and the afternoon learning term is by the Madrasah Tsanawiyah.

Tahfizhul Qur'an Media at Musthafawiyah Islamic Boarding School

Regarding the Tahfizhul Qur'an curriculum, Ustadz H. Mukhlish Lubis, S.Pd.I, Deputy Secretary Ma'had Musthafawiyah explained:

> "The increase in interest regarding Tahfizhul Qur'an in Islamic boarding schools is increasing. The large number of people interested in taking part in the Tahfizhul Qur'an must be supported by an appropriate curriculum. "In the Tahfizhul Qur'an curriculum, the Tahfizh program is not the main objective, but the main objective is strong religious instruction supported by the Tahfizhul Qur'an program which complements religious learning."

Tahfizhul Qur'an media at the Purbabaru Musthafawiyah Islamic Boarding School as stated by Ustadz Akhlan Halomoan Nasution, S.Pd, head of the Tahfizhul Qur'an curriculum division, Haji Abdullah Musthafa Nasution, Purbabaru Musthafawiyah Islamic Boarding School, namely:

> "The first medium used in learning Tahfizhul Quran here is that we require every student to use his/her Qur'an, namely the corner Qur'an. The corner of the Qur'an is that each bottom page must end with one verse, the verses cannot continue to the side or the back, at the very corner, that is the main medium, and

apart from that we also use the medium of a blackboard, sometimes in the morning after Fajr or just before At sunset, readings from the Murottal Al-Qur'an from various high priests were played from the teacher's room. "Apart from that, there are also special small tables to help children feel comfortable memorizing."

Based on the interview information, information was obtained that the Tahfizhul Qur'an media used is the Al-Qur'an, namely the Corner Al-Qur'an and this is the main media, apart from that we also use blackboard media, Al-Qur'an murottals, various the high priest was heard as well as a special small table for memorization. This table is a multi-functional table that is used both when memorizing and when writing.

Figure 1: Tahfizhul Qur'an Table Media

Meanwhile, in procuring Tahfizhul Qur'an media at the Purbabaru Musthafawiyah Islamic Boarding School, as stated by Ustadz Azhari Aman, Lc, Head of Tahfizhul Qur'an Haji Abdullah Musthafa Nasution Musthafawiyah Islamic Boarding School, namely:

"The tahfizh media is actually supported by the Foundation Office, meaning that every complaint or need is facilitated by the Foundation Office, such as speakers, tables, whiteboards and so on, which are assisted and supported by the Foundation. So, related to the need for Al-Quran Tahfizh media here, it is facilitated by the Foundation Office."

The urgency of Tahfizhul Qur'an media at the Purbabaru Musthafawiyah Islamic Boarding School as stated by Ustadz Muhammad Taysir Hasibuan, S.Pd.I, Tahfizhul Qur'an Teacher Haji Abdullah Musthafa Nasution Musthafawiyah Islamic Boarding School, namely:

"The media used, such as the corner Koran, is because it is easy for our eyes and brain to record, what kind of image of the Koran is it, if there is no corner Koran, the verses will be connected backwards and it will be difficult to remember them, secondly, to make it easier to memorize the verses in one glass, how many verses, how many up to how much. For cassette media or something similar, it is to strengthen memorization through the ears because for children, some are strong in the eyes and some are strong in the ears, so we have to do it."

Tahfizhul Qur'an media at the Purbabaru Musthafawiyah Islamic Boarding School in learning Tahfizh Quran, the most important thing is to require every student to use his/her Qur'an, namely the corner Qur'an. The corner of the Qur'an is that each page at the bottom must end with one verse, the verses cannot continue to the side or the back, at the very corner, that is the main medium, and apart from that, the medium also uses a blackboard, sometimes in the morning after Fajr or just before Maghrib. playing readings from the Murottal Al-Qur'an from various great Imams from the teacher's room. Apart from that, there are also special small tables to help children feel comfortable memorizing.
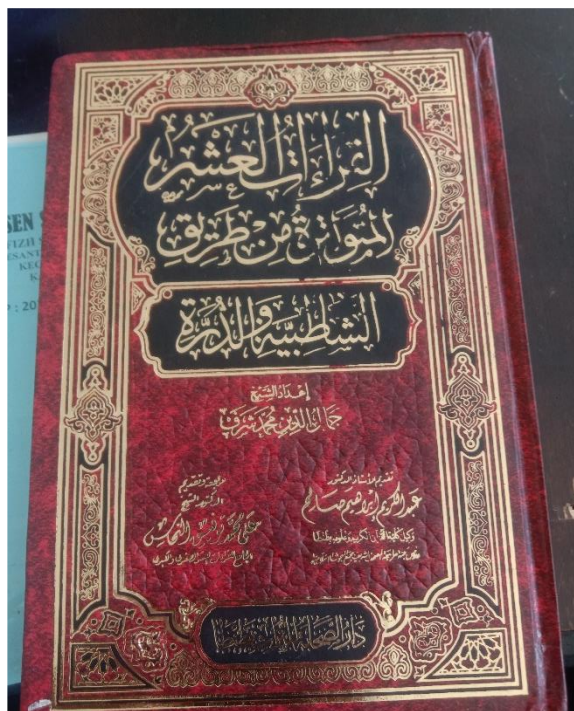

Figure 2: Al-Qur'an Corner as the main medium for Tahfizhul Qur'an

Based on observations of the Tahfizhul Qur'an learning process at the Musthafawiyah Islamic Boarding School on August 23, 2023, students used the Qur'an Corner. The Corner Koran is a Koran that is specifically used by students when memorizing. This is because the corner of the Qur'an is easily recorded by the students' eyes and brains, the Qur'an already shows how and where it is positioned. If you don't have a corner of the Koran, the verses will be connected backward and it will be difficult to remember them. This is also very important in calculating the number of pages memorized from which page to which page. For cassette media or something similar, it is to strengthen memorization through the ears because for children, some are strong in the eyes, and some are strong in the ears.

Discussion
Innovation in the Koran

Many verses in the Koran talk about innovation. This proves that innovation is part of the way to achieve success. Among the verses in the Koran that discuss innovation are:

Ar-Ra'd/13:11

﴿ لَهٗ مُعَقِّبٰتٌ مِّنْۢ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهٖ يَحْفَظُوْنَهٗ مِنْ اَمْرِ اللّٰهِ ۗاِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْۗ وَاِذَآ اَرَادَ اللّٰهُ بِقَوْمٍ سُوْۤءًا فَلَا مَرَدَّ لَهٗ ۚوَمَا لَهُمْ مِّنْ دُوْنِهٖ مِنْ وَّالٍ ١١ ﴾

"For him (man) there are (angels) who accompany him in turn from the front and behind him who guard him at the command of Allah. Indeed, Allah does not change the condition of a people until they change what is within themselves. If Allah wills evil for a people, no one can resist it, and there is absolutely no protector for them besides Him."

a. Al-Anfal/8:53

﴿ ذٰلِكَ بِاَنَّ اللّٰهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً اَنْعَمَهَا عَلٰى قَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْۙ وَاَنَّ اللّٰهَ سَمِيْعٌ عَلِيْمٌ ٥٣ ﴾

This is because Allah will not change a blessing that He has bestowed on a people until they change what is in themselves. Indeed, Allah is All-Hearing, All-Knowing.

The two verses described above talk about innovation, namely change. The first verse talks about changes in favors, while the second verse talks about any changes, namely, from favors or something positive to something negative or vice versa from negative to positive. The explanation of the two verses above provides information that humans, whether individually or in groups, must try to change their own destiny for the better, improve their personal quality and the quality of their deeds, and free themselves from slavery to anyone other than Allah. Humans must strive to achieve a more advanced and better life. The verse above emphasizes the importance of innovation. In this concept, curriculum innovation is something that must be done, including the aspect of Tahfizhul Qur'an media in Islamic boarding schools.

Objectives of the Tahfizhul Qur'an Curriculum at the Muthafwiyah Islamic Boarding School

Every activity carried out certainly has a goal to be achieved, in terms of that goal, a plan or strategy is needed that will be used in the process. Education in the Koran aims to worship Allah in a broad sense including ritual and social issues to carry out the duties of the caliphate, namely to prosper the earth above Allah's laws (Sari, Zainiyati, & Hana, 2020; Tabroni, Putra, Adawiah, & Rosmiati, 2022).

Musthafawiyah Islamic Boarding School has a special Tahfizhul Qur'an program. The objectives of Tahfizhul Qur'an at the Purbabaru Musthafawiyah Islamic Boarding School are: *Tafaqquh Fiddin*, deepening, studying, and understanding what is

implied and written in the verses of the Koran; Make it easier to enter college; Makes it easier to achieve a career.

The aim of Tahfizhul Qur'an above is the same as the concept of the aim of Tahfizhul Qur'an in general. The aim of tahfizh Al-Qur'an is: to produce a generation of memorizers of the Al-Qur'an who have a correct and strong aqidah foundation, are fluent in reading it, have strong memorization and master the knowledge of tajwid and tahsin. Apart from that, it produces a generation of memorizers of the Koran who understand the contents of the Koran, practice it and preach it in the midst of society and have high morals (Sa'dullah, 2008).

Tahfizhul Qur'an Learning Media at the Musthafawiyah Islamic Boarding School

In the research findings, including interviews, observations, and documentation, it turns out that the media used were: special/special Koran, Tahfizh table, blackboard, and Al-Quran murattal. The Koran used as a medium in the Tahfizhul Koran at the Muthafwiyah Islamic Boarding School is the standard Koran for memorizing, namely the Koran which has fifteen lines on one page and each page has a complete verse or waqaf. That's why there is the term Koran corner, which means that the verse in the corner of the page is finished.

As for other media, namely in the form of a whiteboard, a Tahfizh table is a supporting tool in the Tahfizhul Qur'an process to make it easier for both teachers and students in the Thafizhul Qur'an process. The whiteboard is used for visuals or to explain the Tahfizh process while the Tahfizh table is a tool to make it easier to record or place the Koran. Apart from that, there are also Al-Quran murattals or MP3s which are used as a medium to facilitate the Tahfizhul Qur'an process which involves students listening to the recitation of the Koran which can be used as an example of correct rhythm and reading as well as helping in Muraja'ah. Based on the general findings of the Tahfizhul Qur'an media at the Muthafwiyah Islamic Boarding School, namely:

Special Koran

For memorizers of the Koran, it is highly recommended to use the same or similar Al-Quran without changing the Al-Quran from the start of the memorization process until completing the 30 juz. This is because it influences the memorizer. After all, when remembering verses from the Koran, the image of the verse that appears is the one he has memorized. Apart from that, you will remember the location of the verses on each memorized page of the Koran (Muawanah, Said, Furqoni, Muzayanah, & Mustolehudin, 2022; Rustiana & Ma`arif, 2022; Safariah & Masykur, 2022).

You should memorize one Mushaf from the start and not change the type of Mushaf. Mushafs of different types will make the process of memorizing the Koran unable to run smoothly, because it is the habit of someone who starts memorizing the Koran to first imagine the shape of the page and the arrangement of the verses before remembering the verses on the page (Irsyad & Qomariah, 2017). To help make it easier to memorize the Koran, only one type of Al-Quran mushaf should be used. Because in fact the form and location of the verses in the mushaf will be imprinted in the heart. If people often read and see in the mushaf, if someone who is memorizing changes or

replaces the mushaf that is usually used for memorizing or he memorizes with different mushafs whose verses are not in the same position then his memorization will also be different and that is clear. will make it difficult to memorize (Sa'dullah, 2008, 36-37).

Having a special Koran is something that is a must, this can help make the memorization process easier. If you alternate between using one type of Koran, it can cause doubts in your memory when imagining the verses you have memorized (Wahid, 2014, 49). What is remembered is a photocopy of what was seen and read previously, both regarding phonetic writing and layout and sequence. It is recommended to only use one copy of the Koran consistently so as not to change its structure in the mental map (Farida, Ma`arif, & Kartiko, 2021; Taufik, Kurniawan, Ibrahim, Abdullah, & Widhiastuti, 2022). A mental map is a process that makes it possible to collect, organize, store in memory, recall and re-elaborate information about relative locations and signs about a memorized geographic environment. Mental maps are very important to pay attention to because the more complete and accurate the verses of the Koran are mapped on a mental map, the easier they are to reproduce or remember (Sa'dullah, 2008, 37-38).

When consistently using one type of mushaf in memorizing the Koran, you can remember various pages of the mushaf used, either certain verses juz or the beginning of the end of the surah. By only using one type of mushaf, it will strengthen memorization and make you more able to connect, combine and complete the pages quickly and strongly Qomariah & Irsyad, 2016, 38). Usually *huffazh* use corner verses of the Koran. Mushaf writing models include the Medina Al-Quran which is most widely used by memorizers of the Al-Quran. Apart from that, there are also many other regional versions (Wahid, 2014, 50).

The Mushaf that is usually used for memorizing is the Koran corner or the Bahriyah Mushaf. This Mushaf has an orderly system, namely that each page begins with the beginning of the verse and ends with the end of the verse, each page consists of 15 lines, each juz consists of 20 pages (Sa'dullah, 2008, 39). The characteristics of this special mushaf include that the beginning of the page is definitely the beginning of the verse and the end of the page is definitely the end of the verse. Each juz consists of 10 sheets of 20 pages and each page consists of 15 lines and 8 parts. The aim of using the mushaf is to make it easier for memorizers to divide the verses which will be the targets for memorizing each day (Wahid, 2014, 51).

Changing how to use the Koran will also make the memorization process difficult and can weaken memorization. Each Koran or Mushaf has different verse positions and writing forms. Some of the written verses of the Koran are simple and some are not. This causes difficulty in imagining the position which results in doubts arising when continuing to memorize the verse at the beginning of the next page after reading the verse at the end of the page (Wahid, 2014, 122). Based on the description above, it can be understood that one of the media for tahfizhul Koran at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra is a special Koran called the corner Koran, where this Koran cannot be replaced. Because the Koran used has a significant influence on the memorization process.

Tahfizh Table

Another supporting factor as an important part of Tahfizhul Qur'an media innovation is media or facilities and infrastructure. In order to make the Tahfizhul Qur'an program a success, the institution must provide adequate facilities and infrastructure such as a corner Al-Quran, a special Al-Qur'an for memorizing, equipping the prayer room with props and tables, so that the implementation of Al-Qur'an memorization activities runs well (Ahmad et al. 2020, 87). The table is one of the Tahfizhul Qur'an media to facilitate the Tahfizhul Qur'an process.

The role of desks in learning cannot be underestimated. For example, the Al Ikhwan Assalam Islamic boarding school has quite complete facilities and infrastructure with other learning support facilities such as blackboards, stationery, tables, projectors and so on (Dasopang, Adam, & Nasution, 2022; Nasution, Febriyanni, Suci, & Ramadhani, 2023). The table is one of the supporting facilities in learning. The table is one of the media to support and facilitate the implementation of the Tahfizhul Qur'an program.

Whiteboard

One of the main learning media both inside and outside the classroom is the blackboard. Because there are many benefits to using a whiteboard as a medium, including the whiteboard can be used to explain lesson material, illustrate graphs, or carry out evaluations/tests. Using a whiteboard can also develop students' thinking abilities. When explaining the subject matter, teachers can develop students' thinking skills, namely creative thinking. When teachers draw graphs on the blackboard, teachers can develop spatial thinking skills. When teachers carry out evaluations/tests on the blackboard, teachers can develop critical thinking. By developing students' thinking abilities, this has an impact on improving student learning outcomes.

One other advancement in the whiteboard space is the use of interactive whiteboards. An interactive whiteboard (PTI) or smartboard is a large interactive whiteboard that attaches to your computer. Projectors with desktop computers project visual objects onto a display panel (LCD) surface that allows the user to control the computer with a pen, finger, stylus, or other device (Aprilianto & Fatikh, 2024; Zainul Arifin, Desrani, Ritonga, & Ibrahim, 2023).

Based on this, it can be understood that the blackboard is one of the important learning media and has even been developed in various technological advancements over time. Blackboard media in various Islamic boarding schools still use whiteboard media in general which is used as a visual media to support the learning process including Tahfizhul Qur'an.

Murattal Alquran

Often listening to the Koran via CD cassette or listening to a teacher or even a senior who reads the Koran will influence and help speed up memorizing the Koran. If you often listen to the Koran via CD cassettes or memorizing teachers, your brain will be familiar with the verses of the Koran. Not only that, this method can also help in the process of repeating memorization if there are verses that you forget by following the reading and listening to the cassette so you can recall the forgotten memorization (Wahid, 2014, 103-104).

Murattal Al-Quran, whether in the form of MP3, CD, or other media, is a medium that can help in the process of Tahfizhul Qur'an. Through playing the Murattal Al-Quran, students will listen to the reading, apart from learning the rhythm as well as the technique and recitation. Through this media, students will also improve their memorization (Dian, Rosbiah, & Prayoga, 2020).

Based on the description above, it can be understood that the curriculum innovations in the Tahfizhul Qur'an media aspect at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra are the Special/Special Qur'an, Tahfizh table, blackboard, and Al-Quran murattal. Special/Special Koran, the beginning of the page is definitely the beginning of the verse and the end of the page is definitely the end of the verse. Each juz consists of 10 sheets of 20 pages and each page is to make it easier to memorize and the type of Al-Quran cannot be changed from the memorization process to the khatam 30 juz to help make it easier to memorize the Al-Quran.

CONCLUSION

Purbabaru Musthafawiyah Islamic Boarding School is the oldest Islamic boarding school in North Sumatra with a large number of students from various regions in Indonesia and abroad. The curriculum at this Islamic boarding school uses a unique curriculum because it generally uses classical books (*Turash*). The Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra applies the *Mu'adalah* curriculum, namely a curriculum designed internally according to the needs of the Islamic boarding school with various innovations according to the needs of the community and the objectives of the Islamic boarding school curriculum. One of the curricula at this Islamic boarding school is Tahfizhul Qur'an. For the success of Tahfizhul Qur'an at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra is the Tahfizhul Qur'an media.

Curriculum innovation in the Tahfizhul Qur'an media aspect at the Musthafawiyah Islamic Boarding School in Purbabaru, North Sumatra, namely the Special Koran, Tahfizh table, blackboard and Al-Quran murattal. Tahfizhul Qur'an media is considered important because this media can make it easier to achieve the curriculum objectives that have been set well, effectively and efficiently.

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