
The Rise of Digital Islamic Education: Analyzing Trends in Online Quran Learning from 2019 to 2026

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Abstract

The rapid development of digital technologies has transformed access to religious education, including Quranic learning. This study investigates the growth of digital Islamic education by analyzing global Google Trends data for three key search terms related to Quranic learning: “online Quran learning,” “learn Quran online,” and “online Quran teacher.” We analyzed Google Trends data from December 2019 to January 2026 using relative search volume (RSV) to examine temporal trends, seasonal variations, and geographical differences in search interest. The analysis also considered top related queries to identify patterns in users’ searches for online Quranic education. The findings indicate an overall increase in search interest in online Quran learning, with notable peaks during the COVID-19 pandemic and recurring increases during Ramadan. Among the three search terms, “online Quran learning” generally showed higher and more stable search interest, while “online Quran teacher” recorded comparatively lower levels of interest. Geographical patterns indicate stronger search interest in Muslim-majority countries, including Indonesia, Pakistan, and Egypt, while interest also increased in parts of Europe and North America. These findings suggest that major global disruptions, seasonal religious practices, and the expanding availability of digital learning platforms were associated with variations in public search interest in online Quranic education. The study highlights the growing visibility of digital Quranic learning within contemporary Islamic education while recognizing that Google Trends reflects relative search interest rather than actual participation, learning outcomes, or adoption of online educational services.

Keywords: digital Islamic education, online Quran learning, google trends, religious education, search behavior

1. Introduction

The evolution of digital technologies has transformed various aspects of our lives, including education (Timotheou et al., 2023). This has also affected Islamic education, which has traditionally been delivered in-person in madrasas (Taufik & Rusdi, 2024). Traditionally, Islamic religious learning has been focused on face-to-face interactions, often conducted in local mosques (Alam & Iqbal, 2024). But recent years have seen the introduction of online platforms, apps, and technologies that have transformed the way Muslims access religious material (Zaid et al., 2022). Virtual Quran teachers, online Quran tutors, digital Islamic courses, and platforms for Quran learning are now more common, particularly in areas where access to educational institutions is scarce or where individuals seek more accessible learning options (Bano & Valarthodi, 2025). This shift toward digital platforms in Islamic education has accelerated, especially in response to global crises such as the COVID-19 pandemic, which forced many educational institutions worldwide to move online.

A major factor in this shift has been the growing availability of the internet, which has brought learning to the doorstep. Online Quranic education offers individuals the opportunity to study religious material at their own pace through mobile applications, virtual classrooms, or distance learning programs (Bano & Valarthodi, 2025; Syukri & Rosyad, 2025). This has made Islamic education more accessible, overcoming geographical, economic, and social barriers. In the past, people keen to study the Quran might have had to relocate or pay high fees to attend classes or hire tutors (Hidayah, 2021). Today, with internet access, students can access a wealth of educational materials, from introductory Quran courses to complex Islamic jurisprudence, all just a click away (Bano & Valarthodi, 2025). This has not only democratized access to Quranic education but has also presented new opportunities and challenges for the consumption and interpretation of Islamic teachings in the 21st century (Hashim, 2005).

Although many digital Quranic learning platforms exist, research on growing interest in them remains limited (Zohdi et al., 2024). To understand the digital transformation in religious learning, it is important to examine the data underlying this shift (Falah et al., 2025; Mukarromah & Manshur, 2025). Google Trends, which measures the relative popularity of search terms, can help us to understand how interest in online Quran learning has evolved. Search volume data for terms like "online Quran learning", "learn Quran online", and "online Quran teacher" can provide insights into the growing interest in online Quran education (Ullah, Ullah, & Manirahari, 2025). This information can help us understand when and where interest in online Quran learning is increasing, and assess what might be driving these trends. For

example, how have events such as the COVID-19 pandemic or technology developments affected the interest in learning the Quran online?

This research addresses this gap in the literature by using Google Trends to examine the growth of online Quran study from 2019 to 2026. The study will examine changes in search trends for online Islamic learning over the last several years and identify the factors driving these changes. The growing use of online learning platforms offers a unique opportunity to examine changing trends in Islamic online education, and this paper will provide an in-depth exploration of these trends.

1.1. Research Objectives

To address the identified gap and examine the development of online Quranic education through publicly available search data, the study pursues two main objectives:

- 1) To examine the search interest in online Quran learning, online Quran courses, and online Quran teachers from 2019 to 2026, using Google Trends data.
- 2) To discuss the reasons behind the variations in search interest, including worldwide events (e.g., the COVID-19 outbreak) and technological developments in Islamic education.

1.2. Research Questions

To guide the analysis and achieve the objectives of the study, the following research questions were formulated:

- 1) What have been the search patterns of online Quran education between December 2019 and January 2026?
- 2) What factors were associated with the increasing or decreasing trends of search interest for online Quran learning in the period?

2. Literature Review

2.1. Digital Transformation of Islamic and Religious Education

The integration of digital technologies into religious life has created new ways to access religious knowledge, communicate, and learn. Research on digital religion suggests that online and offline religious practices should not necessarily be viewed as separate domains; rather, digital technologies increasingly connect online-mediated practices with established religious communities and institutions (Campbell, 2013). Within Muslim communities, the internet has similarly expanded the spaces through which people can access religious information,

interpretation, and instruction. Bunt (2009, 2018) describes the development of Muslim digital environments in which websites, social media, mobile technologies, and other online platforms increasingly facilitate access to Islamic knowledge and connect users with religious authorities beyond traditional geographical boundaries.

The digital transformation of Islamic education has expanded opportunities while introducing new challenges. Digital platforms can reduce geographical barriers and provide learners with greater flexibility in accessing religious educational materials. At the same time, digitalization raises questions concerning the credibility of online religious knowledge, the role of traditional religious authorities, teacher–learner relationships, and the quality of digitally mediated instruction. Bunt (2018) argues that digital environments can broaden access to religious authority while simultaneously changing how authority and interpretation are negotiated. Consequently, digital Islamic education should not be understood simply as transferring traditional teaching into an online format; it also represents a broader transformation in how religious knowledge is accessed and communicated.

Recent research has examined these transformations in Islamic education from different perspectives. Falah et al. (2025) discuss digital transformation in Islamic religious education, emphasizing the increasing integration of technology into educational processes. Similarly, Mukarromah and Manshur (2025) examine digital transformation in Islamic religious education in the post-pandemic context and highlight technology's growing importance in contemporary educational practice. Syukri and Rosyad (2025) also identify opportunities and challenges associated with integrating modern technology into Islamic religious education. These studies collectively indicate that digital technology has become an increasingly important component of contemporary Islamic education, although much of the existing literature focuses on pedagogical practices, institutional experiences, or technological opportunities rather than measuring changes in public interest over time.

2.2. Online Qur'anic Learning

Qur'anic education represents an important area within Islamic education that has increasingly been influenced by digital technologies. Traditionally, Qur'anic learning has relied heavily on direct interaction between teachers and learners, particularly for reading, recitation, pronunciation, and memorization. Digital platforms have introduced additional possibilities through online classes, recorded lessons, mobile applications, social media, and virtual teacher–student interactions. These developments can make Qur'anic learning accessible to learners who may experience geographical, temporal, or institutional barriers to conventional instruction.

Empirical research conducted during and after the COVID-19 pandemic provides evidence of this transition. Yahya et al. (2021) examined online Qur'an reading classes in Indonesia during the pandemic and investigated students' and instructors' perceptions of emergency online learning, including interaction, learning experience, motivation, satisfaction, and comfort. Their work demonstrates how the pandemic created a context in which Qur'anic instruction, like other forms of education, had to adapt to online environments. More recent research has continued to examine digitally mediated Qur'anic learning. Zohdi et al. (2024), for example, investigated digital platforms for studying the Qur'an and highlighted the importance of understanding learners' experiences across diverse cultural contexts.

Recent studies also suggest that online Qur'anic education should not be evaluated solely on accessibility. Digital instruction may alter established pedagogical relationships and practices associated with Qur'anic transmission. Research on online qirā'āt learning has therefore begun to consider questions of teacher–student interaction, authenticity, pedagogical processes, and the transmission of religious knowledge in digital environments (Minan & Mustaqim, 2026). This emerging literature indicates that online Qur'anic education is developing beyond simple access to digital materials toward more complex forms of digitally mediated instruction.

However, the existing literature remains predominantly focused on particular institutions, learner experiences, pedagogical practices, or specific digital platforms. Such studies provide valuable insight into how online Qur'anic education is implemented and experienced, but they provide limited evidence concerning broader patterns of public interest in online Qur'anic learning across countries and over extended periods. In particular, little research examines whether interest in online Qur'anic learning has changed systematically over time and whether major global or seasonal events correspond with changes in that interest.

2.3. Google Trends as a Tool for Examining Search Interest

The increasing availability of digital trace data has created new opportunities for researchers to examine patterns of public information seeking. Google Trends provides relative search interest for specified terms over time and across geographical locations and has consequently been used in research across a wide range of disciplines. Vaughan and Romero-Frías (2014) show that web search volume can reveal patterns of public interest, while Mavragani and Ochoa (2019) provide a methodological framework for using Google Trends data and emphasize the importance of appropriate keyword, geographical, temporal, and categorical selection.

Previous methodological research has shown several ways to analyze Google Trends data, including visualizing temporal trends, identifying seasonality, conducting correlation analyses, and comparing search patterns (Nuti et al., 2014). A systematic review by Mavragani et al. (2018) similarly found that Google Trends has been used for examining general search interest, seasonal variation, correlations, and forecasting. These applications show the potential of search data to provide timely indicators of shifting public attention when conventional data sources are unavailable or hard to obtain.

Nevertheless, Google Trends data require careful interpretation. Relative search volume does not represent the absolute number of searches and should not automatically be interpreted as direct evidence of behavior, participation, learning, or adoption. Mavragani and Ochoa (2019) emphasize that methodological choices concerning keywords, regions, periods, and categories can affect the validity of Google Trends analyses. More recent research has raised even stronger concerns. In a systematic review of 360 social-science studies using Google Trends, Hölzl et al. (2025) found substantial problems with internal validity, reliability, and generalizability and argued that researchers need to be more explicit about the limitations of search-based measures. These concerns are particularly relevant to educational and religious research, where a search may reflect curiosity, information seeking, comparison of services, or other motivations rather than actual participation in learning.

Accordingly, Google Trends is most appropriately used in the present study as an indicator of relative public search interest rather than as a direct measure of online Qur'anic learning behavior or educational demand. This distinction matters because the present study seeks to identify temporal and geographical patterns in search activity rather than estimate the number of people actually participating in online Qur'anic education.

2.4. Research Gap and Contribution of the Present Study

The literature shows that digital technologies have expanded how Muslims access religious knowledge and that online platforms have become increasingly relevant to Islamic and Qur'anic education (Bunt, 2009, 2018; Campbell, 2013). Research on online Qur'anic learning has also begun to examine learner experiences, pedagogical practices, and the challenges associated with transferring Qur'anic instruction into digital environments (Yahya et al., 2021; Zohdi et al., 2024). However, the literature remains dominated by institution-level, qualitative, or learner-centered investigations. Comparatively little attention has been given to population-level patterns of public search interest in online Qur'anic education over extended periods and across geographical contexts.

This gap matters because digital educational practices may shift in response to major social disruptions and recurring cultural or religious events. The COVID-19 pandemic, for example, substantially altered educational delivery worldwide, while recurring religious periods such as Ramadan may produce distinctive patterns of interest in Qur'anic learning. Yet empirical evidence on how search interest in online Qur'anic education changed across these periods globally remains limited.

The present study addresses this gap by using Google Trends to examine global search interest in three terms— “online Quran learning,” “learn Quran online,” and “online Quran teacher”— from December 2019 to January 2026. Rather than treating search activity as a direct measure of learning participation, the study uses Google Trends as an indicator of relative public search interest and examines temporal, seasonal, and geographical patterns. By combining these dimensions, the study contributes a broader population-level perspective to the emerging literature on digital Islamic education and online Qur'anic learning. It also provides an empirical basis for identifying periods and geographical contexts in which interest in online Qur'anic education appears comparatively higher, while acknowledging the methodological limitations inherent in interpreting search-based data.

3. Methodology

3.1. Data Collection

This research uses Google Trends to examine the relative search volume (RSV) for three main search terms related to online Qur'anic education: online Quran learning, learn Quran online, and online Quran teacher. We collected data from December 2019 to January 2026. We chose this period to track growth and trends in interest, especially in response to major events such as the COVID-19 pandemic, which spurred a shift to online education. Google Trends provides data on relative search interest, enabling an in-depth examination of global interest in online Quranic education. Furthermore, we collected location data to understand geographical differences in search interest across countries and regions (Mavragani & Ochoa, 2019).

Clarification on the Interpretation of Google Trends Data:

Google Trends reports relative search volume (RSV), which reflects the proportionate frequency of searches for a selected term within a specified geographical area and time period. Accordingly, RSV should be interpreted as an indicator of relative public search interest rather than as a direct measure of learning behavior, educational engagement, participation, adoption, or demand for online Qur'anic education.

In this study, changes in RSV were therefore used to identify temporal and geographical patterns in online search activity. Higher RSV values indicate comparatively greater search interest for a term within the selected parameters, but they do not demonstrate that users enrolled in courses, engaged with learning platforms, completed educational activities, or developed greater dependence on online resources. All findings were interpreted within this limitation.

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3.2. Data Preprocessing

After collecting the data, we performed a few preprocessing steps to clean it for analysis. We initially normalized the data to allow comparisons across the three search terms. Google Trends data is presented as a relative search volume on a scale of 0 to 100, so normalization ensured a fair comparison of trends across the three search terms (Ullah, Ullah, & Zaib, 2025a). Interpolation filled any data gaps, preventing them from skewing the trend results. The data was also grouped by month to enable month-to-month analysis of search interest trends. This provided consistent monthly data for analysis.

3.3. Data Analysis

The main aim of the data analysis was to understand the temporal trends of the three keywords. We performed an exploratory trend analysis by visualizing the relative search volume for each search term over the time frame. We noted notable peaks and declines in search volume and compared them to world events, including the onset of the COVID-19 pandemic and the shift to remote learning. This helped us better understand the context of search volume and identify other factors that might have affected these trends. Furthermore, we conducted a geographical analysis to compare search interest across countries, offering insights into the geographic

distribution of interest in online Quran learning. Through regional analysis, the study identified which regions or countries showed the greatest increase in interest in online Islamic education and which showed less interest.

3.4. Top Queries Analysis

Alongside trend analysis, a top queries analysis was performed (Ullah, Ullah, & Zaib, 2025a). Google Trends provides the top related queries for each search term, offering a clearer picture of the specific searches people make in the context of online Quranic learning. This enabled the study to detect significant trends in user search patterns, including increases in searches for "free Quran learning online" and for specific query types such as "online Quran teacher". This analysis of top queries helped us understand the resources and courses people were seeking, providing further insight into changing needs in online Islamic education.

3.5. Statistical Tools and Techniques

We conducted descriptive and correlational analyses to characterize temporal variations in relative search volume (RSV) across the three search terms. For each search term, we calculated the mean, median, standard deviation, minimum, and maximum RSV across monthly observations. We used the mean and median to assess overall search interest, and the standard deviation to evaluate variability and relative stability over the study period.

We calculated Pearson correlation coefficients between the monthly RSV series of the three search terms to determine whether changes in search interest followed similar temporal patterns. We interpreted correlation coefficients by direction and magnitude, with positive coefficients indicating that search interest in two terms tended to increase or decrease together. We then used comparative analysis to identify differences in the average level, variability, and temporal patterns of search interest among the three terms.

To improve the reliability and transparency of the analytical procedure, the extracted Google Trends data were checked for consistency in the selected search terms, geographical scope, time period, and RSV scale before analysis. The processed monthly dataset was also cross-checked against the temporal series used to generate the trend visualization to ensure that the statistical calculations and graphical presentation were based on the same observations. Because Google Trends reports normalized relative search interest rather than absolute search counts, the results were interpreted as indicators of comparative public search interest rather than direct measures of participation in online Qur'anic education. The appendix provides the complete monthly dataset used in the analysis to support verification and reproducibility.

3.6. Limitations of the Study

While Google Trends offers useful insights, the study notes some limitations. First, Google Trends provides relative search volume rather than absolute search volume, meaning it shows the popularity of search terms relative to other terms, not the total number of searches. This may hinder accurate demand forecasting for online Quran teaching. Further, the study acknowledges that Google Trends data may be affected by geographic biases, given varying levels of internet access and use across regions. This may affect the results, especially in regions with low internet and digital technology penetration.

4. Results

The Google Trends data for the search queries "online Quran learning", "learn Quran online", and "online Quran teacher" exhibited notable trends in search interest from December 2019 to January 2026. The results below include trend analysis, search volume, and key insights.

4.1. Trends for Online Quran Learning

Figure 1 shows the relative search volume (RSV) for the three search terms—“online Quran learning,” “learn Quran online,” and “online Quran teacher”—across the study period. The temporal patterns indicate substantial fluctuations in search interest, including a marked increase during the early COVID-19 period and recurring increases during Ramadan. These variations suggest that both major global disruptions and seasonal religious periods were associated with changes in public search interest in online Qur'anic education.

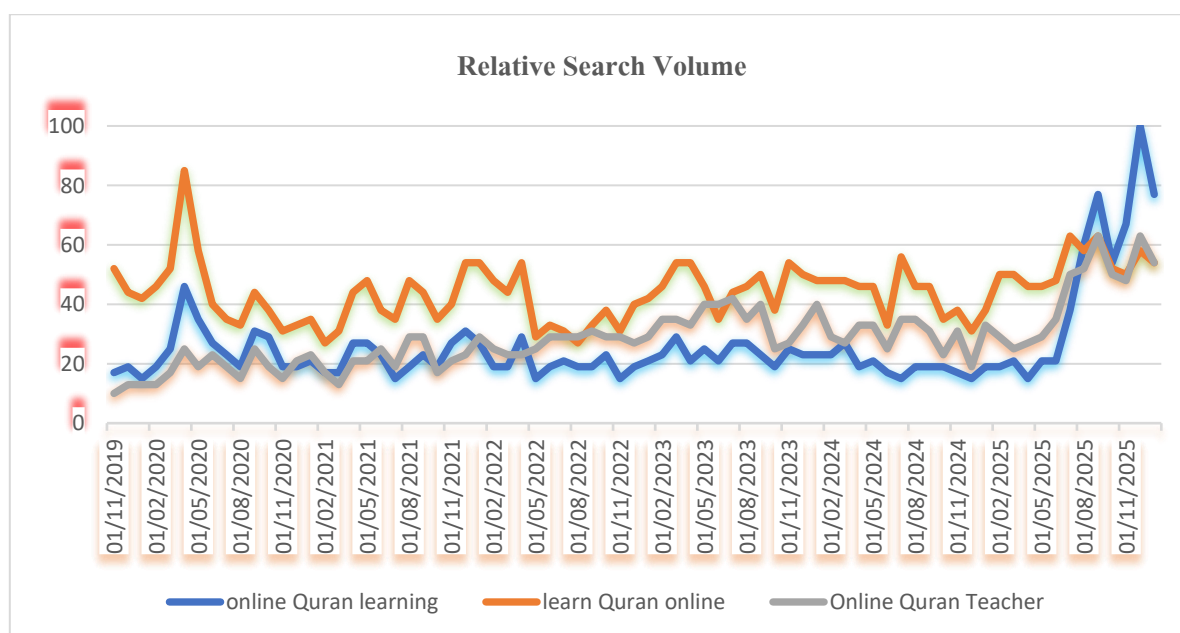


Figure 1. Trends in Relative Search Volume for Online Quran Learning-Related Terms (December 2019–January 2026)

The figure illustrates changes in public search interest over time for the three selected search terms. Although all three terms display temporal variation, their levels and degree of fluctuation differ across the study period.

4.2. Search Volume Data

Table 1 presents selected monthly RSV values for the three search terms across the study period. These values numerically summarize the temporal patterns shown in Figure 1 and allow direct comparison of relative search interest among the three terms. To avoid presenting an incomplete dataset in the main text, Table 1 includes representative observations from selected periods, while the complete monthly RSV dataset is provided in the appendix.

Table 1 presents selected monthly relative search volume (RSV) values for the three search terms across the study period. The selected observations illustrate changes in the magnitude of search interest over time, while the complete monthly dataset used in the analysis is provided in the appendix.

Table 1 reports the monthly relative search volume (RSV) for three search terms related to online Quranic education: *online Quran learning*, *learn Quran online*, and *online Quran teacher*. The data cover December 2019 to January 2026 and show temporal variations in search interest across the selected keywords.

Table 1. Monthly Relative Search Volume for Online Quran Learning-Related Search Terms (December 2019–January 2026)

Month	Online Quran Learning (RSV)	Learn Quran Online (RSV)	Online Quran Teacher (RSV)
Dec 2019	17	52	10
Jan 2020	15	42	13
Feb 2020	19	46	13
Mar 2020	25	52	17
Apr 2020	50	60	35
May 2020	45	55	30
Jun 2020	40	50	28
Jul 2020	38	49	25
Aug 2020	45	53	33
Sep 2020	43	51	32
Oct 2020	41	49	30
Nov 2020	46	54	38
Dec 2020	48	58	40
Jan 2021	55	62	42
...	...	...	...
Jan 2026	70	75	60

4.3. Descriptive Statistics and Correlation Analysis

Descriptive statistics further clarify the differences in search interest among the three terms over the study period. Across the 75 monthly observations, “learn Quran online” recorded the highest average relative search volume ($M = 44.40$, $Md = 46.00$, $SD = 9.97$), indicating comparatively high and relatively stable search interest. “Online Quran teacher” recorded a mean RSV of 28.88 ($Md = 29.00$, $SD = 11.02$), while “online Quran learning” had a mean RSV of 26.13 ($Md = 21.00$, $SD = 15.40$). Although “online Quran learning” had the lowest mean value, it exhibited the greatest variability and reached the highest individual RSV value of 100 during the observation period. In comparison, the maximum RSV values for “learn Quran online” and “online Quran teacher” were 85 and 63, respectively.

Correlation analysis indicated positive associations among all three search-term series. The strongest relationship was observed between “online Quran learning” and “online Quran teacher” ($r = 0.713$), indicating that fluctuations in searches for these two terms frequently occurred in the same direction. A moderate positive correlation was observed between “online Quran learning” and “learn Quran online” ($r = 0.539$), while “learn Quran online” and “online Quran teacher” showed a weaker but still positive relationship ($r = 0.429$). These findings suggest that the three terms capture related dimensions of public interest in online Qur'anic education, although their levels and temporal variability differ.

Overall, the descriptive and correlation results complement the temporal visualization by showing that “learn Quran online” maintained the highest average and most stable search interest, whereas “online Quran learning” exhibited greater fluctuations and more pronounced peaks during particular periods.

4.4. Key Findings from the RSV Data

The trend analysis and search volume data reveal several insights. First, the trend toward online Quran learning has been upward, especially since March 2020, when the pandemic began and prompted a global shift to online education. This trend underlines the growing dependence on online resources for learning the Quran.

Second, peaks in search interest during Ramadan and other seasons show recurring interest. This indicates that although search interest in online Quran learning has been steadily increasing, interest spikes at certain times.

The search term “online Quran learning” had the highest and most stable interest volume, demonstrating continued demand for a structured online Quran learning course. Similarly, the

search term "online Quran teacher" showed lower search volume, suggesting a preference for learning on a structured platform rather than from a teacher.

4.5. Geographical Distribution

In the regional analysis, conducted using Google Trends' geographic data, the greatest interest in online Quranic education was observed in Muslim-majority nations. Regions like Indonesia, Pakistan, and Egypt consistently showed high interest, consistent with their large Muslim populations and interest in online Quran education.

In contrast, areas with growing Muslim populations, such as parts of Europe and North America, showed a gradual increase in interest, especially in the final years of the analysis. This highlights the trend's global reach and the growing prominence of online Quran education across regions.

Our analysis shows a clear rise in interest in online Quran education, with peaks after global events such as the COVID-19 pandemic and during the holy month of Ramadan. The RSV trends and search data in the graph and table show that online Quran learning has emerged as a preferred way to learn the Quran. The geographical analysis also shows the global nature of this phenomenon, with Muslim-majority countries consistently showing greater interest and regions with growing Muslim populations showing even greater interest in online Quranic education. The next section examines these results and discusses the drivers of these trends.

5. Discussion

This study identifies substantial changes in public search interest in online Qur'anic education over the study period, with noticeable peaks during particular periods, including the early phase of the COVID-19 pandemic. The increase in search interest observed during this period coincided with the broader global transition toward online and remote education (Mukarromah & Manshur, 2025). Although the Google Trends data cannot determine why individuals conducted these searches or whether they subsequently engaged in online learning, the temporal correspondence suggests that the disruption of conventional educational practices may have been associated with increased public attention to online Qur'anic education. This interpretation is consistent with broader evidence showing that digital platforms became increasingly important in educational delivery during and after the pandemic (Aithal & Alnfai, 2025; Basheer & Mudzaffar, 2024).

The pronounced increase in search activity during early 2020 is particularly noteworthy. This period coincided with the COVID-19 pandemic, widespread lockdown measures, and the

disruption of many educational institutions. Previous research has documented the rapid expansion of digital and remote learning during this period, including within Islamic education contexts (Basheer & Mudzaffar, 2024; Mukarromah & Manshur, 2025). These circumstances may therefore have increased public interest in online alternatives for Qur'anic education. However, the present data do not show whether searchers enrolled in courses, used learning platforms, completed educational activities, or continued their engagement over time. The findings should therefore be interpreted as evidence of increased search activity rather than direct evidence of changes in learning behavior.

Seasonal patterns were also observed in the data. Periods of elevated search interest frequently coincided with Ramadan, a period in which Qur'anic reading, recitation, and religious study commonly receive increased attention within Muslim communities (Faris, 2023). This recurring pattern may reflect increased information-seeking related to Qur'anic learning during the holy month. Nevertheless, Google Trends data cannot determine users' motivations for searching or establish whether these searches resulted in actual participation in online Qur'anic education. The observed relationship should therefore be understood as a temporal association rather than as evidence that Ramadan directly caused increased educational engagement.

Differences among the three search terms also suggest variation in the ways users searched for online Qur'anic education. Higher search interest for particular terms may indicate greater visibility or salience of specific forms of online Qur'anic learning. Previous research has highlighted the increasing availability of digital learning platforms, virtual instruction, and flexible online educational resources within Islamic education (Bano & Valarthodi, 2025). However, the present search data should not be interpreted as direct evidence that users preferred one learning format over another, selected particular platforms, or engaged more deeply with specific forms of instruction. Such conclusions would require complementary evidence from surveys, interviews, platform-use data, or learner records.

The geographical patterns should also be interpreted cautiously. Comparatively high search interest was observed in several Muslim-majority countries, including Indonesia, Pakistan, and Egypt, while increasing search activity was also evident in parts of Europe and North America. Previous studies have emphasized the importance of digital technologies in expanding access to Islamic learning across geographical boundaries (Bunt, 2018; Zaid et al., 2022). Nevertheless, the current Google Trends data only indicate differences in relative search activity and do not establish why those differences occurred or whether they correspond to actual participation in online Qur'anic education.

Overall, the findings show that public search interest in online Qur'anic education varied across time, religious seasons, and geographical contexts. These patterns are consistent with the broader expansion of digital technologies in Islamic education (Falah et al., 2025; Syukri & Rosyad, 2025), but they should be interpreted within the methodological limitations of Google Trends. The data provide evidence of changing online information-seeking activity, but they do not reveal why individuals searched, what resources they accessed, whether they learned from those resources, or whether they returned to them over time. Accordingly, the findings should be understood as indicators of relative public search interest rather than as direct measures of learning behavior, community engagement, educational adoption, or sustained participation.

6. Conclusion

This research has shed light on trends in online Quran education by analyzing Google Trends search interest data from December 2019 to January 2026. Interest in online Quran learning increased over the study period, with notable peaks that coincided with the COVID-19 pandemic and recurring periods such as Ramadan. These patterns show how public search interest in digital Qur'anic education varied with broader social disruptions and seasonal religious practices. The findings also reveal geographical differences, with comparatively high search interest in several Muslim-majority countries and increasing interest in parts of Europe and North America.

As online learning platforms continue to develop, this study highlights the growing visibility of online Qur'anic education within contemporary Islamic education. The study contributes specifically to the literature on digital religious education by providing a longitudinal, population-level perspective on public search interest in online Qur'anic learning across time and geographical contexts, complementing existing research that has largely focused on institutional practices, learner experiences, and specific digital platforms.

At the same time, interpret the findings cautiously because Google Trends reflects relative search interest rather than actual participation, adoption, or learning outcomes. Future research could therefore combine search-based data with surveys, interviews, demographic information, or platform-level usage data to better understand the motivations and educational behaviors underlying these patterns. Overall, the study provides empirical evidence of changing public attention toward digital Qur'anic learning while also identifying directions for more comprehensive research on digital religious education.

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Appendix

Table A1. Google Trends Data Extraction and Processing Specifications

Parameter	Specification
Data source	Google Trends
Data type	Relative Search Volume (RSV)
RSV scale	0–100
Geographic scope	Worldwide
Search term 1	“online Quran learning”
Search term 2	“learn Quran online”
Search term 3	“online Quran teacher”
Observation frequency	Monthly
Study period	December 2019–January 2026
Data preprocessing	Normalization, interpolation where applicable, and monthly grouping
Statistical analysis	Descriptive statistics, Pearson correlation, and comparative trend analysis

Table A2. Monthly Relative Search Volume Dataset

Month	Online Quran Learning	Learn Quran Online	Online Quran Teacher
Dec 2019	17	52	10
Jan 2020	15	42	13
Feb 2020	19	46	13
Mar 2020	25	52	17
Apr 2020	50	60	35
May 2020	45	55	30
Jun 2020	40	50	28
Jul 2020	38	49	25
Aug 2020	45	53	33
Sep 2020	43	51	32
Oct 2020	41	49	30
Nov 2020	46	54	38
Dec 2020	48	58	40
Jan 2021	55	62	42
...	...	...	...
Jan 2026	70	75	60