

The Relationship between Roblox Game Addiction and Religiosity Values among Adolescents

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Abstract:

The emergence of the metaverse has blurred the boundaries between physical and virtual realities. In this era of rapid digital globalization, metaverse platforms such as Roblox have become increasingly integrated into adolescents' daily lives and educational environments, offering new opportunities while also presenting complex ethical challenges. This study aims to examine the empirical impact of Roblox game addiction on the religious values of students at SMA Muhammadiyah 1 Bantul. Employing a quantitative research approach, data were collected through questionnaires administered to 36 active Roblox players selected using purposive sampling. The data were analyzed using Pearson correlation and simple linear regression. The findings reveal that excessive engagement with Roblox significantly contributes to disrupted sleep patterns and the neglect of religious obligations, ultimately leading to a decline in students' moral discipline and *akhlak* (Islamic moral character). These findings highlight the critical importance of integrating strong moral and ethical values into adolescents' digital lives. The study also offers important implications for two educational contexts. In Islamic educational institutions, the results underscore the urgent need to strengthen discipline in religious practices, particularly performing prayers on time, while fostering commendable moral character. In general education settings, the findings are equally relevant for addressing the erosion of adolescent character associated with excessive digital engagement. Specifically, they emphasize the importance of promoting effective time management, maintaining healthy sleep patterns, and cultivating responsible digital behavior by reducing exposure to negative emotions and toxic interactions on online platforms.

Abstrak:

Kemunculan metaverse, telah mengubah batas antara realitas fisik dan virtual. Dalam era globalisasi yang dinamis, teknologi metaverse seperti Roblox telah memasuki sektor pendidikan dan kehidupan remaja, memberikan peluang baru serta tantangan dalam aspek etika. Penelitian ini bertujuan untuk mengeksplorasi dampak kecanduan game Roblox terhadap nilai-nilai religius siswa di SMA Muhammadiyah 1 Bantul. Dengan pendekatan metode campuran, data diperoleh melalui kuesioner yang diisi oleh 36 siswa yang dipilih dengan teknik purposive sampling. Analisis data dilaksanakan menggunakan metode regresi linier sederhana dan korelasi Pearson. Temuan ini menunjukkan bahwa waktu bermain yang berlebihan dapat menyebabkan gangguan pola tidur dan pengabaian tanggung jawab ibadah, yang berdampak pada penurunan disiplin moral dan *akhlak* siswa. Penelitian ini merekomendasikan pentingnya pengintegrasian prinsip moral serta konsekuensi signifikan yang dapat diterapkan dalam dua aspek pendidikan. Dalam konteks sekolah yang berlandaskan pada ajaran Islam, temuan ini mendasari kebutuhan mendesak untuk memperkuat

disiplin dalam menjalankan ibadah ritual (seperti melaksanakan shalat tepat waktu) dan membentuk akhlak terpuji. Sementara itu, dalam konteks pendidikan yang lebih umum (sekolah biasa), hasil dari penelitian ini masih sangat relevan untuk menangani penurunan karakter remaja akibat pengaruh dunia maya, khususnya dalam hal memperbaiki pengelolaan waktu, menjaga pola tidur (sirkadian) siswa, serta menyaring emosi negatif atau perilaku tidak etis (toxic) saat berinteraksi di platform digital.

Keywords:

Islamic Education, Game Online, Roblox, Religiosity, Digital Transformation.

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Introduction

In the twenty-first century, the rapid advancement of science and technology has transformed nearly every aspect of human life. Technological innovations have evolved at an unprecedented pace, often surpassing previous predictions, leading scholars to recognize technological development as a key driver for addressing the challenges of globalization. Beyond accelerating human civilization, technology has also created extensive opportunities for innovation across various sectors, including education (Battu & Bender, 2020). One of the most significant recent developments is the emergence of the metaverse, a virtual ecosystem that integrates physical and digital realities. The metaverse is often described as a post-reality environment in which users interact with persistent virtual spaces that seamlessly blend physical reality with digital experiences. This concept is supported by the convergence of advanced technologies, particularly virtual reality (VR) and augmented reality (AR), which facilitate immersive, multisensory interactions among users, digital objects, and virtual environments (Mystakidis, 2022).

As an emerging technological innovation, the metaverse has attracted considerable attention in education because of its potential to create interactive, engaging, and personalized learning experiences. Metaverse-based platforms offer opportunities to develop learning environments that better align with the characteristics and expectations of today's digital-native generation. However, the integration of the metaverse into education also requires substantial transformation in educational philosophy and practice. Educational systems must adapt to the demands of this rapidly changing technological era by moving beyond the traditional emphasis on cognitive and technical competencies. Instead, education should also prioritize the development of students' moral values, ethical

reasoning, social-emotional competencies, spirituality, entrepreneurial mindsets, and leadership skills to ensure holistic human development (Herlambang, 2021).

Over the past two decades, educational researchers have increasingly explored online games as innovative learning environments (Nebel, Schneider, & Rey, 2016; The Horizon Report, 2012). According to Gee (2003, as cited in Hernández, Neyra, & Carrillo 2022), well-designed video games embody principles derived from cognitive science that can effectively support meaningful learning. Consequently, educational institutions can harness game-based technologies to improve student engagement and learning outcomes. Among the most prominent metaverse-based platforms are Roblox, Minecraft, Fortnite, EverQuest, and Second Life, all of which are classified as massively multiplayer online games (MMOGs) or multi-user virtual environments. These platforms enable millions of users to participate in collaborative and competitive activities within immersive virtual worlds. Players create personalized digital identities, known as avatars, and interact with others through complex social and goal-oriented experiences. Despite their educational potential, these platforms also present significant challenges. Their highly immersive and rewarding design can foster excessive engagement, causing some users to spend more time interacting with peers in virtual environments than with individuals in their physical surroundings (Delwiche, 2006; Hernández, Neyra, & Carrillo, 2022).

While previous studies have largely emphasized the educational benefits of metaverse-based platforms, relatively limited attention has been given to their potential adverse consequences, particularly among adolescents. Excessive engagement with platforms such as Roblox has been associated with problematic gaming behaviors, disrupted sleep patterns, reduced academic performance, social withdrawal, and declining psychological well-being. More importantly, within religious and values-based educational contexts, prolonged immersion in virtual environments may also contribute to the neglect of religious obligations and the erosion of moral values. Given the increasing popularity of Roblox among secondary school students, empirical evidence is needed to better understand how excessive use of metaverse platforms influences adolescents' religious values and moral character. Such understanding is essential for developing balanced educational strategies that maximize the pedagogical benefits of digital technologies while minimizing their potential negative impacts on students' character development.

The widespread adoption of Roblox has become a global phenomenon, particularly among children and adolescents. According to Reportal (Kemp, 2022), Roblox ranked as the seventh most popular mobile game in Indonesia and attracted approximately 54.1 million daily active users worldwide in early 2022. More recent statistics indicate that the platform has experienced remarkable growth, surpassing 111.8 million daily active users in 2025, making it one of the world's most widely used online gaming platforms. This rapid expansion has transformed Roblox from a recreational gaming platform into a prominent metaverse environment where millions of users interact through persistent virtual identities. Despite its educational and social potential, Roblox also raises significant ethical concerns because of its immersive, borderless, and user-generated virtual environment. The anonymity and persistence of virtual identities facilitate interactions that transcend

national, cultural, religious, and social boundaries while simultaneously exposing users to various risks. These include ideological conflicts, cyberbullying, racial and religious discrimination, privacy and data security issues, online violence, and unethical virtual experimentation (Dionisio, Iii, & Gilbert, 2013; Duan, Li, Fan, Lin, Wu, & Cai, 2021). Furthermore, although Roblox is popular across all age groups, adolescents constitute one of its largest user populations. Excessive engagement with the platform has been associated with declining physical activity, reduced gross motor development, and increased social withdrawal among young users (Azzahra, Putri, Mubarok, & Khomarudin, 2025).

A growing body of evidence suggests that excessive online gaming can also negatively affect adolescents' psychological well-being and daily functioning. Higher levels of gaming dependence have been consistently associated with disrupted sleep patterns, poor time management, diminished self-discipline, and impaired academic performance (Zamaa, Kamariana, & Annisa, 2022). Because immersive gameplay demands sustained attention, adolescents frequently lose track of time and neglect essential daily responsibilities, including religious obligations (Gabriella, Asmahasanah, & Kamalludin, 2022). Within the Islamic context, this issue becomes particularly significant. Siregar, Pasha, Siregar, and Ramadhani (2025), for example, reported that many Muslim adolescents use Roblox as a means of relieving stress but consequently neglect their obligation to perform the five daily prayers. Such findings suggest that prolonged engagement with metaverse platforms may extend beyond behavioral concerns and influence adolescents' religious commitment and moral development. From an Islamic educational perspective, regular worship is regarded as a fundamental mechanism for cultivating moral character (*akhlak*) and exercising self-control. Al-Ghazali argued that acts of worship should not be understood merely as ritual practices but as spiritual disciplines that regulate human desires and align daily life with divine guidance. Among these acts, salat (prayer) serves as a central indicator of discipline and devotion, as emphasized in the Qur'an (Surah Al-Mu'minin, verse 9). Likewise, the Prophet Muhammad (peace be upon him) emphasized the importance of consistency in performing righteous deeds, even if they are small in quantity (Sahih al-Bukhari and Sahih Muslim). Consequently, any behavior that repeatedly interferes with the performance of obligatory worship may also weaken broader aspects of moral and spiritual development.

Previous research has further demonstrated that problematic online gaming behavior is closely associated with adolescents' psychological characteristics. Rini (2011, as cited in Siregar, Rismawany, Pulungan, & Harahap, 2024) argued that excessive internet and online gaming use often reflects broader behavioral problems, particularly among adolescents with low self-confidence and limited psychological resilience. Such individuals are more likely to seek recognition and emotional gratification in virtual environments, making them increasingly vulnerable to negative online influences and potentially distancing themselves from religious values. Conversely, adolescents with stronger religiosity generally possess clearer moral frameworks that enable them to critically evaluate digital content and resist harmful online behaviors. In this regard, religiosity

functions not only as a spiritual commitment but also as a protective psychological resource that enhances resilience and helps individuals cope with stress and life challenges (Kass, 2017). To conceptualize religiosity, this study adopts Glock and Stark's multidimensional model (1965, as cited in Fitriani, 2016), focusing specifically on the ritual dimension and the consequential dimension. The ritual dimension reflects an individual's commitment to formal religious practices, including prayer and worship, whereas the consequential dimension represents the manifestation of religious values in everyday ethical behavior and interpersonal interactions. These two dimensions are particularly relevant for investigating the consequences of excessive gaming because prolonged engagement with Roblox may simultaneously reduce adolescents' commitment to religious rituals and influence their moral behavior within both virtual and real-world contexts.

Although previous studies have extensively examined the psychological, educational, and behavioral consequences of online gaming, important gaps remain. Existing research has predominantly focused on gaming addiction, sleep disturbances, psychological well-being (Nursyifa, Widiati, & Herliani, 2020), virtual social interaction (Azzahra, Putri, Mubarak, & Khomarudin, 2025), or the educational potential of metaverse platforms (Hernández, Hernández, Neyra, & Carrillo, 2022). Other studies have documented a decline in adolescents' religious practices associated with excessive internet use (Gabriella, Asmahasanah, & Kamalludin, 2022). However, little empirical research has specifically investigated how immersive metaverse platforms such as Roblox influence adolescents' multidimensional religiosity, particularly within Islamic educational settings. Moreover, the tension between adolescents' virtual identities and their real-world moral and religious obligations remains largely unexplored. To address these gaps, the present study investigates the relationship between Roblox addiction and adolescents' religiosity among students at SMA Muhammadiyah 1 Bantul, an Islamic senior high school in Indonesia. Unlike previous studies that primarily examine the general effects of digital media, this research specifically measures the relationship between gaming addiction, including gaming intensity and dependency, and two dimensions of religiosity, namely ritual commitment and moral conduct. Employing a quantitative research design and regression analysis using empirical field data, this study provides measurable evidence regarding the influence of metaverse immersion on adolescents' religious values and moral character. The findings are expected to contribute to the growing literature on digital ethics, metaverse education, adolescent religiosity, and character education while providing practical recommendations for educators, parents, and policymakers seeking to foster moral resilience in an increasingly digital society.

Research Method

This study employed a quantitative research design conducted between November 2025 and January 2026. A quantitative approach was selected because it enables the objective measurement of relationships between variables and facilitates hypothesis testing using statistical analysis (Sugiyono, 2019). The research was carried out at SMA

Muhammadiyah 1 Bantul, Yogyakarta, Indonesia. The study population comprised 312 students enrolled in Grades X–XII. Participants were selected using a non-probability purposive sampling technique to ensure that only students meeting the operational criteria of active Roblox users were included in the study. A total of 36 students satisfied the inclusion criteria and participated as respondents.

An active Roblox player was operationally defined using measurable behavioral indicators to ensure consistency in participant selection. Specifically, respondents were required to (1) have actively used the Roblox platform during the previous 12 months, (2) play Roblox at least three days per week, and (3) spend a minimum of one hour per day on the platform. In addition, participants were limited to students enrolled in Grades XI and XII, as these students were considered more likely to demonstrate stable gaming patterns and sufficient maturity to complete the research questionnaire accurately. The independent variable in this study was Roblox game addiction, while the dependent variable was students' Islamic values. Roblox game addiction was conceptualized as excessive engagement characterized by gaming intensity, duration of play, and psychological dependence. Students' Islamic values were measured using two dimensions of religiosity adapted from Glock and Stark's multidimensional framework: (1) the ritual dimension, which reflects commitment to religious practices such as performing the five daily prayers, and (2) the consequential dimension, which represents the manifestation of Islamic moral values (akhlak) in everyday behavior.

Data were collected using a structured self-administered questionnaire consisting of closed-ended items measured on a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). A four-point scale was adopted to eliminate neutral responses and encourage participants to express a clear position regarding each statement. The questionnaire measured respondents' gaming behavior, including playing intensity, duration, and psychological dependence, as well as their religious practices and moral behavior in daily life. Before the main data collection, the questionnaire underwent validity and reliability testing to ensure that the instrument accurately measured the intended constructs and demonstrated satisfactory internal consistency. The collected data were subsequently analyzed using Pearson product-moment correlation to examine the relationship between Roblox game addiction and students' Islamic values, followed by simple linear regression analysis to determine the predictive effect of Roblox game addiction on students' religiosity. All statistical analyses were performed using IBM SPSS Statistics, with the level of statistical significance set at $p < .05$.

Result and Discussion

Demographic Distribution and Play Duration

The target population of this study comprised all 312 students enrolled in Grades X–XII at SMA Muhammadiyah 1 Bantul, Yogyakarta, Indonesia. Based on the Slovin formula, the minimum recommended sample size was 87 students. However, because the study specifically examined the relationship between Roblox game addiction and students' Islamic values, a purposive sampling technique was employed to recruit participants who

met predefined inclusion criteria. Specifically, respondents were required to be active Roblox users, defined as students who had regularly used the platform during the previous 12 months, played at least three days per week, and spent a minimum of one hour per day on the platform. After applying these eligibility criteria, 36 students qualified and were included in the final sample. Although the final sample size was smaller than the sample estimated using the Slovin formula, the purposive sampling approach was considered appropriate because the study targeted a specific subgroup rather than the general student population. Consequently, only participants who possessed the characteristics relevant to the research objectives were included in the analysis.

Table 1. Distribution of Play Duration (N = 36)

Category	Duration	Percentage (%)	Number of Respondents
Light User	< 1 hour/day	25%	9 Respondents
Moderate User	1-3 hours/day	50%	18 Respondents
Heavy User (Addicted)	> 3 hours/day	25%	9 Respondents
Total		100%	36 Respondents

According to the data presented in Table 1, 25% of the participants (n = 9) were classified as heavy gamers, spending more than three hours per day playing Roblox. According to Kusumadewi (2009), as cited in Nursyifa, Widiarti, and Herliani (2020), individuals who spend between two and ten hours per day (approximately 30 hours per week) playing online games may be categorized as exhibiting symptoms of gaming addiction. This finding is consistent with the study by Ulfa and Risdayani (2017), which reported that 52% of adolescents with online gaming addiction experienced sleep disturbances associated with playing for more than two hours per day.

Correlation Between Roblox Addiction and Students' Religious Values

Pearson product-moment correlation analysis was conducted using data from 36 active Roblox players at SMA Muhammadiyah 1 Bantul to examine the relationship between Roblox game addiction and students' religious values. The results revealed a statistically significant association between higher levels of gaming addiction and lower levels of religious values, accompanied by poorer sleep quality. In this study, religious values were operationalized as the extent to which students internalize and practice Islamic teachings in their daily lives. This construct was measured using two dimensions adapted from Glock and Stark's multidimensional model of religiosity (1965, as cited in Fitriani, 2016). The ritual dimension assessed students' commitment to religious practices, including performing the five daily prayers on time, waking for the dawn prayer (salat al-fajr), reading the Qur'an, and maintaining regular acts of worship. The consequential dimension evaluated the manifestation of Islamic moral values (*akhlak*) in everyday behavior, including demonstrating patience (*sabr*), using respectful language, avoiding toxic behavior during online interactions, controlling anger, and treating others with respect in accordance with Islamic ethical principles. These two dimensions were selected because they represent observable and measurable expressions of religiosity and are

particularly vulnerable to the effects of excessive engagement with immersive digital platforms such as Roblox. Prolonged gaming sessions may reduce adolescents' commitment to religious practices while simultaneously influencing their moral behavior in both virtual and real-world social interactions

Table 2. Statistical Result

Category	Result
Correlation coefficient (r)	0.636
Significance value (ρ)	0.000 ($\rho < 0.01$)
Cronbach's Alpha	0.752 (reliable)

Statistical analysis revealed a strong positive correlation between Roblox game addiction and the decline in students' religious values ($r = .636$, $p < .001$). The research instrument also demonstrated satisfactory internal consistency, with a Cronbach's alpha coefficient of .752, exceeding the minimum acceptable reliability threshold of .70 (Creswell, 2016). According to Guilford's classification, a correlation coefficient greater than .60 indicates a strong relationship. Thus, higher levels of Roblox addiction, characterized by prolonged gaming duration and greater psychological dependence, were associated with lower levels of students' religious values and poorer sleep quality. These findings are consistent with Gabriella, Asmahasanah, and Kamalludin (2022), who reported a significant decline in students' prayer practices associated with excessive online gaming ($r = .58$, $p < .01$). However, the correlation observed in the present study ($r = .636$) was stronger than that reported by Nursyifa, Widiarti, and Herliani (2020), who found a moderate association ($r = .52$) between online gaming addiction and sleep disturbances. The stronger relationship identified in this study may be explained by the distinctive characteristics of Roblox as a metaverse platform. Unlike conventional online games, Roblox offers persistent virtual environments, user-generated content, and continuous social interaction, all of which may encourage longer periods of engagement and greater psychological immersion, thereby increasing the likelihood of neglecting daily responsibilities, including religious practices. Simple linear regression analysis further confirmed that Roblox game addiction significantly predicted students' religious values. The regression model was statistically significant, $F(1, 34) = 23.116$, $p < .001$, indicating that Roblox addiction explained a significant proportion of the variance in students' religiosity. Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, demonstrating that Roblox game addiction has a statistically significant influence on students' religious values. Overall, these findings suggest that excessive engagement with immersive metaverse platforms may extend beyond behavioral and psychological consequences to affect adolescents' spiritual commitment and moral development. As gaming intensity increases, students are more likely to experience disrupted sleep patterns, reduced consistency in performing religious obligations, and a decline in the ethical behaviors that reflect Islamic values.

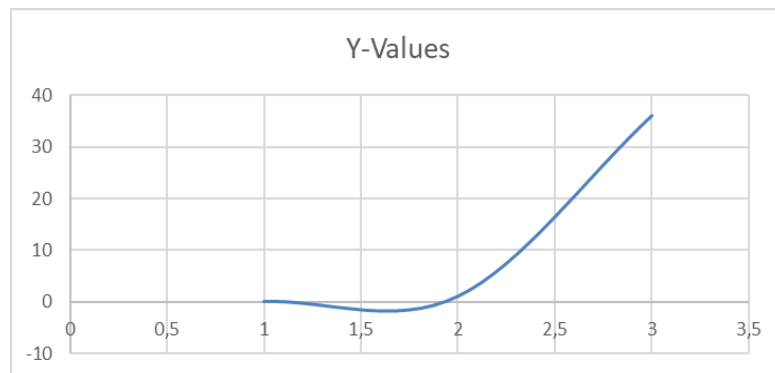


Figure 1. Roblox Game Addiction by duration

The high level of involvement, frequency, and degree of dependence are The high level of involvement, frequency, and degree of dependence indicate a moderate to high potential for gaming addiction. Previous studies have shown that online gaming addiction is closely associated with an increased risk of sleep disturbances. Ulfa and Risdayati (2017) reported that 52% of gamers who were addicted to online games and frequently stayed up late experienced headaches and sleep disorders. These findings are further supported by Marlianti (2015), who found that 54 out of 64 respondents exposed to online gaming addiction experienced disrupted sleep patterns. Excessive gaming duration can alter sleep schedules and prevent adolescents from maintaining healthy sleep routines, thereby reducing their effectiveness in carrying out daily activities. Adolescents who are addicted to Roblox tend to delay or even neglect their prayers because they do not want to interrupt their gaming sessions, particularly when playing multiplayer games that cannot be paused. Consequently, gaming addiction, which contributes to sleep disturbances (Variable X), is likely to affect the ritual dimension of religiosity (Variable Y), particularly students' ability to wake up for the dawn prayer (salat al-fajr). Moreover, prolonged and intensive use of Roblox may negatively influence the consequential dimension of religiosity, including moral behavior (*akhlak*), by increasing the likelihood of toxic online interactions if not moderated by strong religious values. The psychological dependence associated with gaming addiction, such as anxiety and irritability when unable to play, is inconsistent with the Islamic concept of *akhlak karimah* (noble character). Because Roblox includes chat and social interaction features, excessive engagement may foster negative emotions, such as anger after losing a game or toxic communication with other players, which contradict the Islamic values of patience (*sabr*), self-control, and respectful speech.

Analysis of the Ritual Dimension: Worship Discipline

Students who played Roblox for more than three hours per day demonstrated a 45% lower level of consistency in performing the dawn prayer compared with those who played for less than one hour per day. Extended gaming sessions contribute to disrupted sleep patterns, making it difficult for adolescents to maintain healthy sleep schedules and reducing their productivity in daily life. Students with higher levels of Roblox addiction often postpone or even skip obligatory prayers because they are reluctant to interrupt

their gameplay, particularly in multiplayer games where continuous participation is required. These findings are consistent with Al-Ghazali's view that worship is not merely a routine ritual but a spiritual discipline that enables individuals to control worldly desires and live according to divine guidance. In Islamic teachings, salat serves as a fundamental indicator of a Muslim's discipline and commitment to God, as emphasized in the Qur'an (Surah Al-Mu'minin, verse 9). Therefore, disruption of ritual worship may reflect a broader decline in self-discipline and spiritual commitment.

This study extends previous research by examining the ritual dimension of religiosity through specific behavioral indicators, including oversleeping and missing the dawn prayer, postponing obligatory prayers because of gaming activities, and reduced consistency in daily worship, all measured using a four-point Likert scale. The findings support those of Gabriella, Asmahasanah, and Kamalludin (2022), who reported that 68% of students who played online games for more than three hours per day failed to perform the dawn prayer at least three times per week. Similarly, Marlianti (2015) found that 54 of 64 children (84%) with online gaming addiction experienced sleep disturbances that significantly impaired their ability to wake up for morning responsibilities. In contrast to Siregar, Pasha, Siregar, and Ramadhani (2025), who reported a general decline in religious practices without distinguishing between different dimensions of religiosity, the present study provides a more nuanced analysis by specifically examining the ritual dimension and demonstrating its vulnerability to excessive Roblox use.

Analysis of Consequential Dimension: Moral Integrity

Compared with students who used Roblox less frequently, those who played for more than three hours per day reported a 38% increase in negative behaviors, including aggressive responses, disrespectful language during conversations, and neglectful behavior toward other players. If not moderated by strong religious values, excessive Roblox use may diminish the moral dimension of religiosity and consequently increase harmful behaviors. Based on the survey findings, the level of addiction associated with anxiety and irritability is closely related to the concept of *akhlak karimah* (noble character) in Islamic teachings. Roblox's communication and social interaction features may foster negative emotional responses. Excessive gaming can lead to anger after losing, the use of offensive language during interactions, and disrespectful behavior toward others, all of which contradict the Islamic values of patience (*sabr*), positive communication (*perkataan yang baik*), and respect for others (*hormat kepada orang lain*).

As the central act of worship in Islam, salat serves as a foundation for discipline and moral self-restraint. This principle is reflected in the hadith of the Prophet Muhammad (PBUH): "The first thing for which a person will be brought to account on the Day of Judgment is prayer. If it is sound, the rest of his deeds will be sound. If it is defective, the rest of his deeds will be defective" (Narrated by Al-Tabarani and authenticated by Al-Albani). This teaching supports the present findings by suggesting that disruptions in ritual worship may also weaken moral integrity, as reflected in the consequential dimension of religiosity.

Furthermore, 42% of participants reported encountering offensive language during in-game chat, a finding that is consistent with Azzahra, Putri, Mubarak, and Khomarudin (2025), who concluded that social interactions within Roblox can foster both positive collaboration and negative hostile behavior. Unlike Nursyifa, Widiанти, and Herliani (2020), who focused primarily on sleep disturbances associated with online gaming, the present study extends previous research by specifically examining the moral dimension of religiosity through indicators such as patience, respectful speech, and respect for others. Similarly, although Hernández, Hernández, Neyra, and Carrillo (2022) primarily discussed online games as educational tools without examining their moral implications, the present study provides empirical evidence that excessive engagement with Roblox is associated with a decline in the consequential dimension of religiosity, particularly in adolescents' moral behavior.

Theoretical Implications: Ideological Conflict Between Digital and Islamic Values

Student engagement with Roblox demonstrates the widespread adoption of immersive technologies among adolescents. This extended gaming duration is consistent with Keating's (2024) argument that the rise of the metaverse represents a form of commercialization of children's time, creativity, and attention. In the context of SMA Muhammadiyah 1 Bantul, the digital environment driven by technological and industrial developments increasingly occupies the time that could otherwise be devoted to self-development, learning, or rest. Keating (2024) further highlights what he describes as an "ideological dilemma," in which the values embedded in digital games may conflict with the moral and civic values promoted through formal education. This tension becomes even more pronounced within an Islamic educational context, where the values commonly reinforced in digital environments, such as continuous gameplay, competitiveness, anonymous avatar identities, instant gratification, and toxic online interactions, may conflict with Islamic educational principles, including disciplined observance of the five daily prayers, humility, patience (*sabr*), *akhlak karimah* (noble character), accountability before Allah, delayed gratification, and respectful communication (*qawlan karima*).

These findings further support Keating's (2024) argument regarding ideological conflict, whereby the values promoted through digital games may contradict those emphasized in formal education. Many online games lack adequate content-filtering and child-protection mechanisms, leaving students vulnerable to social interactions and avatar-generated content that may conflict with religious values or even disrespect religious symbols. Without appropriate supervision and guidance, the educational potential of the metaverse may be overshadowed by risks that undermine students' moral values and religious discipline at SMA Muhammadiyah 1 Bantul. The present findings are consistent with Keating (2024), who reported that 63% of teachers perceived a mismatch between the values promoted in digital games and those emphasized in classroom-based moral education. However, this study extends previous research by providing quantitative empirical evidence ($r = .636$), whereas Keating's (2024) conclusions were primarily based on qualitative observations. Moreover, this study specifically examines these ideological tensions within an Islamic secondary school context, whereas Zhang (2023, as cited in

Hong, Kim, Kang, & Lee, 2023) primarily discussed the educational potential of the metaverse without addressing the ideological challenges that may arise in faith-based educational institutions.

On the other hand, when implemented appropriately, metaverse technology offers considerable potential for education. Hong, Kim, Kang, and Lee (2023) suggested that the integration of machine learning and metaverse technologies can facilitate more personalized, interactive, and engaging learning experiences. Nevertheless, the findings of the present study also highlight the potential negative consequences of excessive metaverse engagement. Prolonged and uncontrolled use of immersive platforms such as Roblox may disrupt students' circadian sleep rhythms, thereby impairing both their academic performance and their ability to fulfill spiritual obligations.

Conclusion

This study demonstrates that excessive engagement with the metaverse platform Roblox is significantly associated with a decline in the religious values and moral behavior of students at SMA Muhammadiyah 1 Bantul. Rather than functioning solely as a creative and interactive learning environment, prolonged and unregulated use of Roblox creates an ideological tension between the demands of immersive virtual environments and the moral principles promoted in Islamic education. Specifically, excessive gaming disrupts adolescents' sleep quality and circadian rhythms, leading to delays in or neglect of obligatory acts of worship, particularly the dawn (*Subuh*) prayer, while simultaneously weakening the consequential dimension of religiosity, as reflected in increased verbal aggression, emotional instability following gaming setbacks, reduced patience, and diminished respect during online interactions. These findings suggest that although metaverse technologies offer considerable educational potential, their uncontrolled use may adversely affect both students' spiritual discipline and character development. Therefore, educational institutions, parents, and policymakers should adopt integrated strategies that combine digital literacy, structured time management, and systematic moral and religious guidance to help adolescents navigate immersive digital environments responsibly. Nevertheless, the findings should be interpreted in light of several limitations. The relatively small sample, drawn through purposive sampling from a single Islamic senior high school, limits the generalizability of the results. In addition, the use of self-reported questionnaires may have introduced social desirability bias, while the cross-sectional design precludes causal inference. Furthermore, gaming addiction was measured using operational indicators of gaming duration and dependency rather than standardized psychometric instruments. Future research should employ longitudinal or experimental designs, include larger and more diverse samples across different educational and cultural settings, utilize validated measures such as the Internet Gaming Disorder Scale (IGDS9-SF), incorporate objective digital usage data, and examine additional factors, including parental mediation and adolescents' psychological well-being, to provide a more comprehensive understanding of the long-term impact of metaverse engagement on youth religiosity and moral development.

Ethical Statement

This study was conducted in accordance with the ethical principles for research involving human participants. Prior to data collection, permission to conduct the study was obtained from the management of SMA Muhammadiyah 1 Bantul. Participation was entirely voluntary, and informed consent was obtained from all participants. Because the participants were minors, consent was also obtained from their parents or legal guardians through the procedures established by the school. Participants were informed of the purpose of the study, assured that their responses would remain anonymous and confidential, and advised that they could withdraw from the study at any time without penalty. All data were collected and analyzed solely for academic research purposes.

CRedit Authorship Contribution Statement

- **Author 1:** Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing – Original Draft, Visualization, and Project Administration.
- **Author 2:** Supervision, Validation, Methodology, Writing – Review & Editing, Resources, and Funding Acquisition.

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

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