

Roblox and Adolescent Social Relationships: A Qualitative Exploration for School Counseling Service Development

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Abstract. This study explores the role of Roblox as a digital platform that shapes adolescents' social relationships and its implications for school counseling services. Using a qualitative case study approach supported by literature review, data were collected through observation, in-depth interviews, and documentation, and analyzed using Miles and Huberman's interactive model. The results show that adolescents were initially motivated to play Roblox out of curiosity, peer influence, and fear of missing out (FOMO). Over time, Roblox developed into a social space where they built friendships, collaborated on tasks, and expressed emotions. These interactions contributed positively to adolescents' self-confidence, communication, and sense of belonging, but also presented risks such as addiction, toxic behavior, and reduced face-to-face interaction. This study concluded that Roblox can be both an opportunity and a challenge for adolescent development. For school counseling services, the implications include the need to integrate digital literacy education, strengthen socio-emotional skills, and involve parents in guiding healthy digital engagement for adolescents. Thus, Roblox can be considered not only as entertainment but also as a meaningful medium for social learning that supports students' well-being and personal growth in the digital age.

Keywords: Roblox; adolescents; social relationships; school counseling.



INTRODUCTION

In the contemporary era, advances in digital technology have affected the lives of teenagers, including their social interactions. Roblox is one of the online game platforms that teenagers really like, this is also one type of technological advancement that teenagers really like. Roblox is a virtual ecosystem that allows users to collaborate, create communities, and create works.

According to (Surbakti, 2017) states that Roblox has become part of a new lifestyle for some young people and students. Meanwhile, according to Barata, Roblox is known as one of the best survival shooter games that can be played via cellphone. Furqon (2020) added that Roblox is a very addictive online game because it offers a variety of games on one platform, thus making players continue to be interested in playing it endlessly. Roblox was first founded in 2004 by David Baszucki and Erik Cassel, with headquarters located in San Mateo, California. Roblox games can be played on a variety of devices, including Android and iOS, and are accessible to everyone, from children to adults. Roblox has transcended its role as just a gaming platform, it is now a multifunctional digital space. From virtual classrooms to global business events, Roblox shows that the digital world can be an innovative solution for education, business and collaboration. As technologies such as Virtual Reality (VR) and Artificial Intelligence (AI) develop, the potential of Roblox is predicted to continue to increase indefinitely.

Data shows that Roblox has the highest number of active users worldwide, including among Indonesian teenagers. This phenomenon has a big impact on teenagers' social relationships. With Roblox, teenagers can make friends, cooperate in games, and show their self-identity. On the other hand, Roblox has the ability to improve teens' collaboration skills and expand their social network. On the contrary, playing too much Roblox can also cause problems such as dependence, pseudo-interaction, and lack of direct communication. This can have an impact on the quality of adolescents' social relationships, communication patterns, and their emotional development. The Roblox phenomenon and its impact on adolescents' social relationships must be considered in an educational context, especially in school counseling services. In order for them to provide relevant, flexible and developmentally appropriate services to their students, counseling teachers must understand the social dynamics that emerge in virtual media. How adolescents interpret their social experiences in Roblox can be the basis for the development of counseling programs that are able to balance online and offline interactions and support the formation of healthy social relationships.

The background of this study stems from the fact that the digital technology revolution has changed the way adolescents interact and build social relationships. As an online gaming platform that is highly favored by teenagers, Roblox is not only an entertainment medium, but also a digital social ecosystem that allows users to communicate, cooperate, and interact with each other in a vast

and dynamic virtual world. As such, the paradigm of traditional social interaction is changing. Communication and relationship formation are now no longer limited to in-person encounters, but also occur in the digital space, which requires a deep understanding of their nature and consequences.

This phenomenon poses both opportunities and challenges for the world of education, especially in terms of counseling services in schools. As counseling teachers are responsible for assisting and directing their students, they need to be able to understand and respond to the new social dynamics that arise from interactions on platforms such as Roblox. Currently, there are not many studies that thoroughly examine how adolescents make meaning of their social experiences on Roblox and how this affects their social skills, communication patterns and emotional development. However, this understanding is critical to designing counseling services that meet students' needs in the real world as well as the challenges and opportunities on the internet.

The purpose of this study was to conduct an in-depth qualitative exploration of adolescents' social relations on Roblox, with a particular emphasis on how adolescents build friendships, cooperation and self-identity on the platform. In addition, the aim of this study is to identify positive features, such as improved communication skills, cooperation, and creativity, as well as negative features, such as the possibility of becoming dependent, superficial social interactions, and the impact on the quality of face-to-face communication. This research will explore adolescents' subjective experiences using a qualitative approach. This will provide a rich and in-depth picture of this digital social phenomenon.

This research will result in strategic and practical recommendations for developing school counseling services that are better suited to the needs of today's adolescents. These services can be designed to help students balance online and offline interactions, help them manage their time to play and interact with others in a healthy way, and support the formation of positive and sustainable social relationships. This research also aims to raise the awareness of educators and parents about the importance of understanding the role of digital platforms in the social lives of adolescents so that mentoring and education can be carried out properly.

Therefore, this research is expected to not only make a conceptual contribution to the fields of developmental and educational psychology, but also provide a practical basis for building BK services that are innovative, inclusive, and focused on the well-being and optimal development of adolescents in the digital era. This research confirms that a holistic approach that integrates technology with social and emotional values is necessary to create a younger generation that is not only able to adapt to technological advances but can also maintain healthy and meaningful relationships with each other.

METHODOLOGY

This research used a case study methodology as a qualitative approach, and conducted a *literature review* as support. The qualitative method was chosen because it can help researchers understand social phenomena more deeply and as they are, directly in real situations without changing the circumstances under study. In this study, the object is the social experience of teenagers in the virtual world of Roblox which is formed naturally during their play. The researcher plays a direct role as the main data collector and processor, in order to understand and interpret the social situation of adolescents thoroughly and without bias, this role requires cognitive understanding and deep theoretical understanding.

This method is in line with the philosophy of postpositivism, which values subjectivity, and the context of human experience. The literature review included previous studies, as well as theories on adolescent social development, digital media use, and the role of guidance and counseling services in schools. The purpose of this study was to strengthen the theoretical foundation and clarify the data collected in the field.

In this study, data collection was carried out with several techniques according to what data was needed, namely as follows: (1) Observation (2) Interview, and (3) Documentation. In this study, researchers used data analysis as provided by Miles and Huberman. According to Miles and Huberman, activities in qualitative data analysis are carried out interactively.

In this study, data were collected through observation, in-depth interviews, and documentation. Several complementary techniques were used to get a comprehensive picture of adolescents' social experiences on the Roblox *platform* as well as how it impacts the counseling services provided by the school.

A participatory approach was used for observation where researchers actively observed the social interactions of adolescents in the Roblox ecosystem. The purpose of this observation approach is to gain a direct understanding of how patterns of communication, cooperation, and social identity formation work without interfering with teenagers' activities (Creswell, 2014). Observation allows researchers to capture phenomena that may be difficult to explain through interviews or surveys, especially spontaneous and natural interactions.

In addition to observation, in-depth interviews are the primary data collection method. To explore the perspectives, experiences and meanings of adolescents interacting on Roblox, interviews were conducted in a semi-structured manner. This approach was chosen because it provided a guide for questions, but also allowed the researcher to adjust the flow of the conversation and explore information that emerged naturally (Kvale & Brinkmann, 2009). Interviews were also conducted with counseling teachers, in addition to adolescent participants, as an important source to identify elements of guidance and counseling, especially how the Roblox phenomenon impacted the school's approach and plans.

Documentation was the third method used. It includes written and electronic data sets such as field notes, interview transcripts, and relevant school documents, including policies on the use of digital media and counseling services. This data serves as a complementary data source that supports the validity of information from observations and interviews (Moleong, 2017).

This study used the principle of triangulation to increase data credibility and reduce subjectivity bias by combining the three approaches. This multi-technique approach also allows researchers to obtain rich and diverse data, so that the research findings are more comprehensive and in-depth.

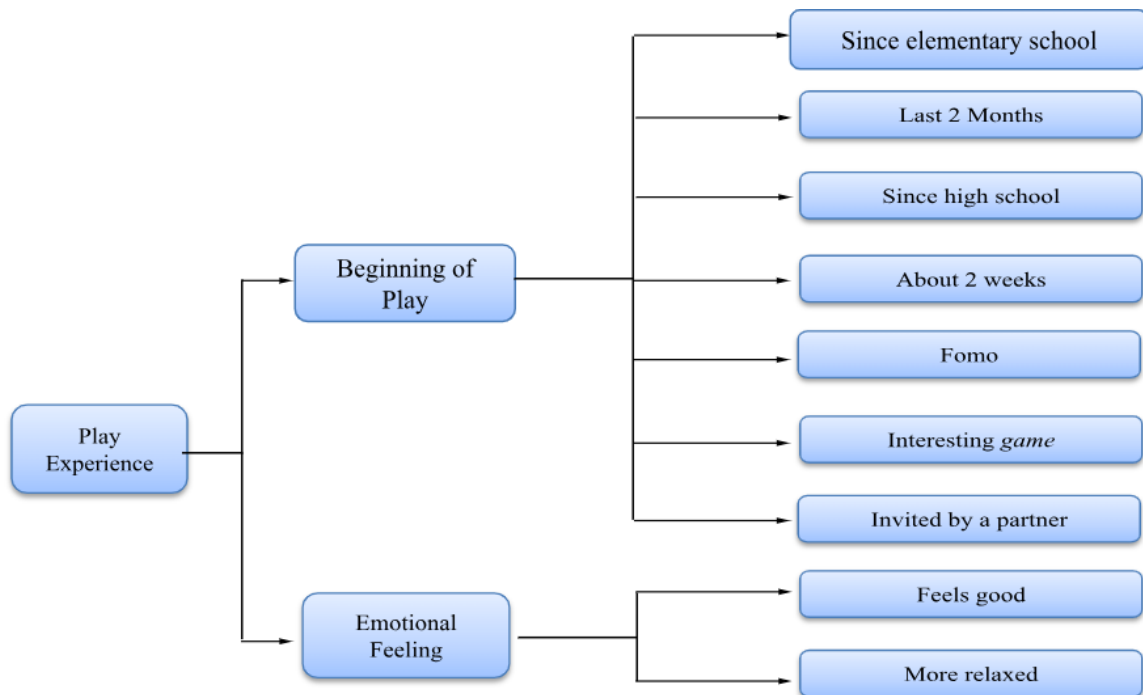
RESULT AND DISCUSSION

1. Early Experience of the Roblox World

Adolescents' early experiences on Roblox show that online games are not only used as entertainment, but also serve as an important means of building social relations in the digital world. Santrock (2012) states that adolescence is a period of strong emotional development. Social experiences, both direct and through digital media, can influence how adolescents organize themselves and assess their environment. Therefore, early experiences with Roblox create social relationships with other players and first impressions of the game itself. Adolescents' early experiences on Roblox are crucial to understanding their social interaction patterns in the virtual world.

The first theme found in this study was the early experience of playing Roblox and the emotional feelings that came with it. The majority of adolescents were introduced to Roblox through peers or social media, and were then interested in trying it out due to curiosity and trend-setting. In the early stages of playing, a variety of emotions arise, ranging from excitement, enthusiasm, to pride when successfully completing a mission or winning a game with a team. However, it is not uncommon for teenagers to experience feelings of anxiety, disappointment, and even anger when they fail in the game or face negative comments from other players. This shows that Roblox is not just an entertainment space, but also an arena that creates complex emotional dynamics.

Figure 1. Chart of Early Experiences in the Roblox World



Based on the figure above, it can be seen that the interview results show that respondents know Roblox through friends, partners, and personal curiosity. Some have only been playing for a matter of weeks to months, while some have known since high school. The main motivations that arise are to overcome the feeling of FOMO (fear of missing out), interest in the variety of maps, and the desire to play with a partner or friend.

"... approximately two months ago" (R1), (R6)

"... probably around my elementary school" (R5)

"... I started playing in high school and was invited by a friend" (R7), (R8).

This analysis shows that teenagers' motivation in playing Roblox is not only driven by entertainment factors, but also by social drives and affiliation needs, as explained in McClelland's needs theory that humans are driven to seek social attachment and recognition.

Internally, teenagers are driven by curiosity and the desire to find entertainment that suits their needs. Roblox, with its thousands of maps and game modes, provides a variety that satisfies this sense of exploration. Externally, social pressure in the form of FOMO (fear of missing out) is one of the strongest reasons; teenagers feel worried about being left behind from the trend of friends if they don't play. In addition, the presence of a partner or friend who invites them to play makes Roblox a medium of togetherness, where online activities are used to strengthen existing relational bonds.

The interview results showed that the majority of respondents experienced positive emotional experiences when playing Roblox. They mentioned feeling happy, relaxed, exciting, and even feeling like they were on a phone call when interacting with friends in the game. Certain activities such as climbing virtual mountains, roleplaying, or exploring together provide a sense of emotional satisfaction. For teens, these experiences are not just entertainment, but also a form of emotional catharsis that helps them overcome boredom from school routines and daily social pressures.

"...It feels good" (R1), (R2), (R3), (R4), (R5), (R6), (R7)

"...Feel more relaxed" (R8)

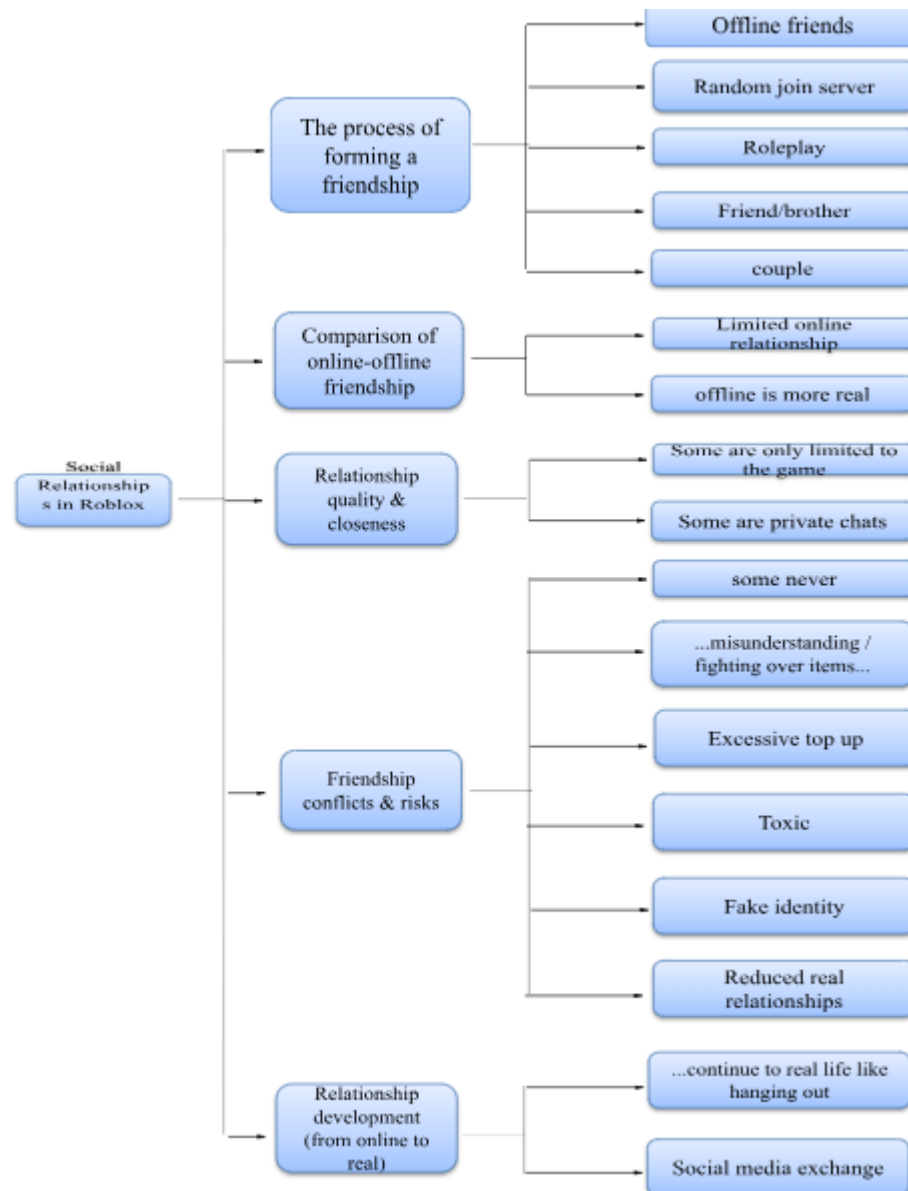
This phenomenon can be understood through the concept that digital games act as a medium for psychological recreation. According to Riyanto (2019), online games in adolescents not only serve as entertainment, but also as a means to manage stress, express themselves, and obtain emotional satisfaction through interaction with peers. In line with this, Pratiwi's research (2021) found that adolescents' involvement in online games can improve mood and sense of community, although there is a risk of addiction if not balanced with self-control.

This motivation can be understood through McClelland's needs theory, which mentions three main human needs: achievement, affiliation, and power (McClelland, 1987). In the context of Roblox, achievement needs can be seen in teenagers' efforts to complete challenges or collect items; affiliation needs appear when they choose to play with friends or partners to maintain attachment; while power needs appear through a sense of satisfaction when they can master certain games or lead groups in gameplay.

2. Social Relationships in the Roblox World

Social relations are relationships between people that are formed through interaction, communication, and cooperation in everyday life. Social relationships are very important for teenagers to learn social skills, get emotional support, and build their own identity. Rakhmat (2011) states that social relationships not only occur directly, but can also occur in an environment mediated by technology.

Figure 2. Chart of Social Relationships in the Roblox World



Based on the picture above, it can be seen that the social relations obtained by respondents are very influential, among others:

"... this is an offline friend ... " (R1)

"... know when random join the server ... (R7)

"... through roleplay games ... " (R8)

"... my old school friend and my younger brother" (R5)

The results showed that there were differences in respondents' views regarding the quality of friendships made online through Roblox with friendships made directly (offline). Most respondents considered that online friendships had limitations, especially because there was no

physical interaction and non-verbal expressions that could be seen directly. This makes relationships built in cyberspace feel more fragile and vulnerable to being temporary. In contrast, offline friendships are perceived to be more real, deeper, and have a stronger emotional foundation due to face-to-face contact, body language, and engagement in daily activities.

Nevertheless, some respondents acknowledged that although online friendships are limited, the intensity of frequent interactions in games can create a certain emotional closeness. In other words, while online relationships cannot fully replace the quality of offline relationships, they can still provide meaning for adolescents, especially when they feel supported, accepted and valued in virtual communities.

This phenomenon is consistent with Wulandari's (2017) research which found that although online friendships do not have the depth of interaction as offline friendships, they are still able to provide a sense of togetherness and emotional connectedness. Similarly, Sari (2020) asserts that interactions through digital media can strengthen existing relationships and form new ones, although they are more fluid and depend on the consistency of communication.

From the perspective of communication psychology, differences in the quality of online and offline friendships can be understood through social interaction theory. Offline friendships are richer in communication context as they include non-verbal cues such as facial expressions, eye contact, and body gestures (Rakhmat, 2011). Meanwhile, online friendships rely more on text and voice verbal communication, so the emotional information conveyed is often limited. Even so, as shown by Pratiwi's (2021) research, online interactions can still serve as a form of social support, especially for adolescents who feel lonely or have difficulty establishing relationships in the real world.

Thus, it can be concluded that online and offline friendships have different qualities, but both are equally important in adolescents' social lives. Offline friendships provide depth and stability, while online friendships provide flexibility and accessibility. In the context of counseling services in schools, understanding these differences is important so that counselors can help adolescents manage expectations in relationships, both in real and virtual spaces.

The respondents experienced the development of relationships that continued into the real world, and there were also comparisons between the two, including:

"... online relationships are limited" (R2)

"... offline is more real" (R3)

The results showed that some respondents experienced the development of relationships that were originally only formed online in Roblox and then continued to the offline or real world. Some respondents admitted that they began to establish more intense communication with online friends through other media such as WhatsApp or Instagram, and in some cases the relationship

developed into direct meetings. This phenomenon shows that Roblox is not only a temporary space for entertainment, but also a social bridge that can expand friendships into everyday life.

This finding is in line with Ananda's research (2020) which explains that digital media functions as a means of expanding adolescents' social networks, where relationships that were originally only virtual can transform into real interactions if there is a sense of trust and comfort. This transition process usually begins with high communication intensity, sharing personal experiences, until the emergence of mutual trust. In the context of Roblox, the intensity of playing together, helping each other complete missions, and having regular conversations trigger the formation of emotional bonds that are strong enough to be carried outside the game world.

The development of this relationship also confirms that adolescents' social identity is no longer bound to physical space alone, but extends to virtual space. According to Wulandari (2017), the experience of friendship in cyberspace can give birth to new forms of social bonds that in some cases can replace or complement friendships in the real world. This reinforces the idea that the digital world is now one of the important contexts in the process of adolescent social development.

However, it should be noted that not all online relationships can or should be brought into the real world. There are certain risks such as the potential for *identity fraud* or negative experiences when online expectations do not match reality. Sari (2020) emphasizes that although digital media opens up a wide space for building closeness, in-person meetings still have a different quality because they involve more intact physical and emotional aspects. Therefore, the development of relationships from online to real needs to be understood carefully by considering aspects of safety, comfort, and psychosocial health of adolescents.

Thus, it can be concluded that Roblox can play a dual role: as an entertainment space as well as a means of transitioning social relations to real life. For school counselors, understanding this dynamic is important to help adolescents manage online relationships in a healthy way, while maximizing its benefits in building self-confidence, communication skills, and a wider social network.

The quality and closeness of the respondents' relationships on Roblox included:

"... Some are just limited to ..." (R2)

"... There are those who chat "(R6)

The results show that the relationships formed through Roblox provide a number of benefits for teenagers. First, the game encourages cooperation in completing missions or challenges together, thus training collaborative skills. Second, social interactions in Roblox allow adolescents to obtain peer support, for example when they encourage or help each other while playing. Third, Roblox provides a space for teenagers to share fun, both with offline friends they play with and with new friends they meet online.

These benefits show that Roblox is not only a place for entertainment, but also functions as an informal social learning space. According to Nugroho (2018), community-based online games can strengthen communication and cooperation skills, as players are forced to interact, share strategies and coordinate actions to achieve a common goal. This is in line with respondents' interviews who mentioned that they felt more open and able to work together after playing in groups.

In addition, relationships in Roblox also strengthen the sense of belonging in the group. A study by Rahmawati (2019) found that adolescents who actively interact in online communities tend to have higher levels of social satisfaction, because they feel recognized and accepted by their group. This phenomenon can be observed in the experiences of respondents who stated that Roblox helped them overcome loneliness, especially when they could not meet friends in person.

From a psychological perspective, another advantage of relationships in Roblox is increased self-confidence and the ability to express themselves. According to Astuti (2021), the digital world provides space for adolescents to try out various social roles without the great pressure of the real environment, so they can practice confidence in communication. In the case of Roblox, the roleplay feature and the opportunity to build virtual worlds provide opportunities for teens to practice creativity as well as social skills.

However, these benefits can only be optimized if interactions are conducted within reasonable limits. If the duration of play is excessive, these benefits may shift to risks, such as game addiction or reduced real-life interactions. Therefore, school counselors need to encourage students to take positive value from social experiences on Roblox while controlling the intensity of play to keep it healthy and balanced.

The conflicts that respondents feel when playing roblox include:

"...addiction to top ups..." (R1)

"...some toxic players.." (R6)

"...fake identity" (R3)

The results show that the social experience in Roblox does not stop at the virtual space, but has a real impact on adolescents' daily lives. Some respondents mentioned that playing with friends online increased their confidence to speak or communicate, both at school and at home. Others felt more practiced in cooperation, as they were used to building team strategies while playing. In addition, interaction on Roblox helped some teenagers become more open and adaptable in social settings.

This phenomenon is in line with the findings of Indrawan (2016), who explained that social interaction in online games can train communication and coordination skills, thus having a positive impact on adolescents' social behavior in the real world. In the context of Roblox, for example, the

habit of strategizing together or discussing in the game trains adolescents to express opinions and listen to others, which in turn improves cooperation skills outside the digital world.

Apart from the social aspect, experiences on Roblox also affect the psychological aspects of adolescents. According to Maharani (2020), teenagers' involvement in digital communities can provide emotional support which has an impact on increasing psychological well-being. This can be seen from several respondents who claimed to feel happier and more relaxed after playing, so that their mood was more positive when interacting with family or school friends.

However, this positive influence has a flip side. If not properly regulated, the intensity of play can reduce the quality of real interactions. Suryadi (2019) emphasizes that excessive involvement in the digital world can reduce the frequency of direct communication with family, even causing minor conflicts related to time sharing. Thus, although Roblox provides a transfer of social and emotional skills to the real world, its use must still be balanced to avoid negative impacts.

Overall, the influence of Roblox on adolescents' real lives suggests a transfer of social competencies from the digital space to the offline world. Adolescents learn communication, cooperation, and emotion regulation skills that can be applied in school and family contexts. For school counselors, these findings are important to be used as a foothold in designing counseling services that utilize the positive potential of digital media while anticipating the risks.

As for the development of Roblox players, among others:

" ... continue to real life like hanging out " (R1)

" ... Exchange social media ... " (R8)

The research findings regarding adolescents' experiences in Roblox provide a number of important implications for the development of Guidance and Counseling (BK) services in schools. First, the interview results show that Roblox is a space where adolescents learn cooperation, communication, and build social relationships. This means that school counselors can utilize the online game phenomenon as a source of social mapping to understand student relationship dynamics. By recognizing students' online interaction patterns, counselors can identify their needs related to social skills and emerging psychosocial problems.

Second, the existence of risks such as minor conflicts, misunderstandings, and even the potential for cyberbullying indicates that counseling services need to emphasize digital literacy. This is in line with Handarini's research (2018) which states that digital literacy is an important part of equipping students to face the challenges of the technological era, including the risks of digital media abuse. Counselors can develop classical guidance or information services that teach online communication ethics, emotional management, and strategies for dealing with social pressure online.

Third, adolescents' positive experiences such as increased self-confidence, cooperation skills, and openness in communication show that Roblox can be used as a supporting medium for developing social-emotional skills. According to Lestari (2021), counseling programs that are relevant to students' daily experiences will be more effective, because students feel close to the context being discussed. In this case, counselors can design group counseling services based on digital experiences, for example using analogies from online games to discuss conflict resolution strategies or the importance of teamwork.

Fourth, the involvement of partners, friends, and family in Roblox activities also opens up opportunities to integrate parental assistance. Widiastuti's (2019) research confirms that collaboration between counseling teachers and parents is essential in helping students manage the healthy use of technology. Therefore, school counselors can provide education to parents on how to understand children's digital world, so that they can support without having to limit excessively.

Thus, the implication of this study confirms that school counseling services need to adapt to the digital dynamics faced by adolescents. Roblox, as a representation of a popular digital space, can be an entry point to teach digital literacy, social-emotional skills, and strengthen collaboration between schools, students and families. This shows that counseling services are not only reactive in dealing with problems, but also proactive and preventive in helping adolescents develop in the midst of technology.

3. Impact and Social Implications of the Roblox World

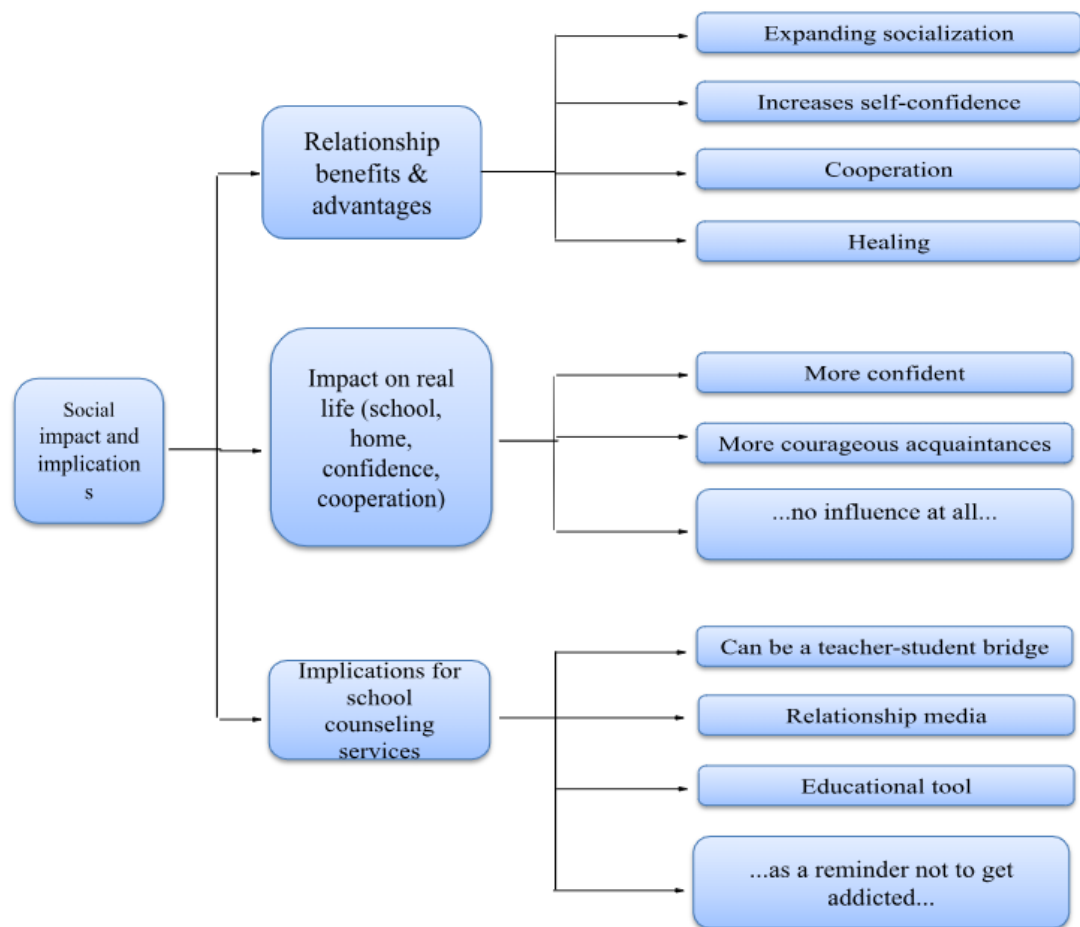
The social impact and implications of Roblox are quite broad and complex, especially since this *platform* is very popular among children and adolescents. The following is an explanation of the positive and negative impacts, as well as the social implications. Based on the findings, social relations in Roblox have multiple impacts.

- a. Positive Impact: Roblox helps increase solidarity between players through cooperation in the game, strengthens peer support due to regular interactions, and develops communication skills that are useful outside the digital world. This supports Rahmawati's research (2019) which found that involvement in online communities can increase social satisfaction and a sense of belonging in adolescents.
- b. Negative Impacts: On the other hand, there are risks that need to be anticipated, including addiction to play that disrupts daily routines, cyberbullying that affects mental health, and reduced face-to-face interaction with family. Suryadi (2019) emphasized that excessive use of digital media can reduce the quality of family communication and create emotional distance between household members.

Based on the results of the analysis, there are several important implications for school counseling services:

- a. Designing classical guidance services on digital literacy and media ethics. School counselors need to provide education on healthy internet use, communication ethics in the digital space, and how to deal with risks such as *cyberbullying*. This is in line with Handarini (2018) who emphasizes the importance of digital literacy as a provision for students to face the technological era.
- b. Developing group counseling services to improve adolescents' social-emotional skills. Through group counseling, students can learn to manage emotions, resolve conflicts, and build empathy by utilizing the experience of playing Roblox as a reflection material. Lestari (2021) emphasizes that counseling services based on students' real needs will be more effective than general services.
- c. Creating a parent mentoring program to be able to understand children's digital world. This assistance is important so that parents are not only supervisors, but also partners in directing children's healthy use of digital media. Widiastuti (2019) states that the role of parents is very important in shaping children's interaction patterns in the digital space, so their involvement needs to be increased through collaboration with schools.

Figure 3. Impact and Social Implications of the Roblox World



Based on the picture above, it can be seen that the results of the interview show that playing Roblox has the benefits and advantages of getting a relationship. The social impacts that occur from several respondents include:

"... Expanding socialization ... " (R1), (R4)

"... just fun, healing" (R2), (R3), (R5), (R7)

"... for example more confidence..." (R6)

"... Can learn to work together, because many games require teams" (R8)

The results show that the relationships formed through Roblox provide a number of benefits for teenagers. First, the game encourages cooperation in completing missions or challenges together, thus training collaborative skills. Second, social interactions in Roblox allow adolescents to obtain peer support, for example when they encourage or help each other while playing. Third, Roblox provides a space for teenagers to share fun, both with offline friends they play with and with new friends they meet online.

These benefits show that Roblox is not only a place for entertainment, but also functions as an informal social learning space. According to Nugroho (2018), community-based online games can strengthen communication and cooperation skills, as players are forced to interact, share strategies and coordinate actions to achieve a common goal. This is in line with respondents' interviews who mentioned that they felt more open and able to work together after playing in groups.

In addition, relationships in Roblox also strengthen the sense of belonging in the group. A study by Rahmawati (2019) found that adolescents who actively interact in online communities tend to have higher levels of social satisfaction, because they feel recognized and accepted by their group. This phenomenon can be observed in the experiences of respondents who stated that Roblox helped them overcome loneliness, especially when they could not meet friends in person.

From a psychological perspective, another advantage of relationships in Roblox is increased self-confidence and the ability to express themselves. According to Astuti (2021), the digital world provides space for adolescents to try out various social roles without the great pressure of the real environment, so they can practice confidence in communication. In the case of Roblox, the *roleplay* feature and the opportunity to build virtual worlds provide opportunities for teens to practice creativity as well as social skills.

However, these benefits can only be optimized if interactions are conducted within reasonable limits. If the duration of play is excessive, these benefits may shift to risks, such as game addiction or reduced real-life interactions. Therefore, school counselors need to encourage students to take the positive value of social experiences on Roblox while controlling the intensity of play to keep it healthy and balanced.

In addition, there are also real-life influences on Roblox players, which can have an impact on respondents, including:

"... one of them is like building student relationships" (R1)

"... quite helpful because it makes more confident ..." (R3)

"... cooperation or creating educational projects" (R8)

"...not addicted to playing games..." (R6)

The results show that the social experience in Roblox does not stop at the virtual space, but has a real impact on adolescents' daily lives. Some respondents mentioned that playing with friends online increased their confidence to speak or communicate, both at school and at home. Others felt more practiced in cooperation, as they were used to building team strategies while playing. In addition, interaction on Roblox helped some teenagers become more open and adaptable in relationships.

This phenomenon is in line with the findings of Indrawan (2016), who explained that social interaction in online games can train communication and coordination skills, thus having a positive impact on adolescents' social behavior in the real world. In the context of Roblox, for example, the habit of strategizing together or discussing in the game trains adolescents to express opinions and listen to others, which in turn improves cooperation skills outside the digital world.

Apart from the social aspect, experiences on Roblox also affect the psychological aspects of adolescents. According to Maharani (2020), teenagers' involvement in digital communities can provide emotional support which has an impact on increasing psychological well-being. This can be seen from several respondents who claimed to feel happier and more relaxed after playing, so that their mood was more positive when interacting with family or school friends.

However, this positive influence has a flip side. If not properly regulated, the intensity of play can reduce the quality of real interactions. Suryadi (2019) emphasizes that excessive involvement in the digital world can reduce the frequency of direct communication with family, even causing minor conflicts related to time sharing. Thus, although Roblox provides a transfer of social and emotional skills to the real world, its use must still be balanced to avoid negative impacts.

Overall, the influence of Roblox on adolescents' real lives suggests a transfer of social competence from the digital space to the offline world. Adolescents learn communication, cooperation and emotion regulation skills that can be applied in school and family contexts. For school counselors, this finding is important to be used as a foothold in designing counseling services that utilize the positive potential of digital media while anticipating the risks.

In addition, there are also influences provided by counseling services on Roblox respondents, including:

"... it can be a bridge to get closer to students ... " (R1)

" ... by playing roblox I can calm my emotions and think clearly more easily ... " (R5)

" ... not addicted to playing games ... " (R6)

The research findings regarding adolescents' experiences on Roblox provide a number of important implications for the development of Guidance and Counseling (BK) services in schools. First, the interview results show that Roblox is a space where adolescents learn cooperation, communication, and build social relationships. This means that school counselors can utilize the online game phenomenon as a source of social mapping to understand student relationship dynamics. By recognizing students' online interaction patterns, counselors can identify their needs related to social skills and emerging psychosocial problems.

Second, the existence of risks such as minor conflicts, misunderstandings, and even the potential for *cyberbullying* indicates that counseling services need to emphasize digital literacy. This is in line with Handarini's research (2018) which states that digital literacy is an important part of equipping students to face the challenges of the technological era, including the risks of digital media abuse. Counselors can develop classical guidance or information services that teach online communication ethics, emotional management, and strategies for dealing with social pressure in cyberspace.

Third, adolescents' positive experiences such as increased self-confidence, cooperation skills, and openness in communication show that Roblox can be used as a medium to support the development of social-emotional skills. According to Lestari (2021), counseling programs that are relevant to students' daily experiences will be more effective, because students feel close to the context being discussed. In this case, counselors can design group counseling services based on digital experiences, for example using analogies from online games to discuss conflict resolution strategies or the importance of teamwork.

Fourth, the involvement of partners, friends, and family in Roblox activities also opens up opportunities to integrate parental assistance. Widiastuti's (2019) research confirms that collaboration between counseling teachers and parents is essential in helping students manage the healthy use of technology. Therefore, school counselors can provide education to parents on how to understand children's digital world, so that they can support without having to limit excessively.

Thus, the implication of this study confirms that school counseling services need to adapt to the digital dynamics faced by adolescents. Roblox, as a representation of a popular digital space, can be an entry point to teach digital literacy, social-emotional skills, and strengthen collaboration between schools, students and families. This shows that BK services are not only reactive in dealing with problems, but also proactive and preventive in helping adolescents develop in the midst of technological flows.

CONCLUSION

This study shows that Roblox not only functions as an entertainment medium, but also an important space for adolescents to build social relationships, practice communication skills, and obtain emotional support. The initial experience of playing is driven by curiosity, social trends and FOMO, which then develops into intense interactions with peers and partners. The relationships established on Roblox provide benefits such as increased self-confidence, cooperation skills, and a sense of belonging to a group, although they still have limitations compared to offline friendships.

On the other hand, this study also confirms the existence of risks, such as addiction, toxic interactions, and the potential reduction in the quality of direct communication. Therefore, Guidance and Counseling (BK) services in schools need to take advantage of this phenomenon to strengthen digital literacy, social-emotional skills, and establish collaboration with parents in assisting adolescents.

The practical implication of this research is that Roblox can be used as an entry point for counselors to understand students' social dynamics and integrate them into BK programs that are relevant, preventive, and contextual to the needs of adolescents in the digital era. Thus, counselors not only help students anticipate the negative impacts of digital media, but also maximize its positive potential to support healthy social-emotional development.

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