CONVERSE: Journal Communication Science: Volume 2, Number 4, 2026, *Page*: 1-15

The Roblox Metaverse As An Interaction Media For School-Aged Children

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DOI:
https://doi.org/10.47134/converse.v2i4.5716
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Received: 22-04-2026
Accepted: 28-04-2026
Published: 30-04-2026

Abstract: Roblox, as a Metaverse platform, is increasingly recognized as a medium that supports interaction for school-aged children (7–12 years old), which also has the potential to shape children's communication patterns and social skills. This study aims to explore the role of Roblox as a medium of interaction for school-aged children, analyze the communication patterns that emerge between children, and identify whether children's communication skills can be improved through various communication features in Roblox. The research method used is descriptive qualitative, with the research location in Windujaya Village. Data were collected through in-depth interviews and also participatory observation of children and parents, supported by library observation, then analyzed through the stages of data reduction, data presentation, and conclusions. The results show that Roblox is proven to function as a relatively rich communication medium with the integration of verbal cues (chat), nonverbal cues (avatars, emotes, dances), rapid feedback, and identity personalization through avatar customization through its various features. Knowledge is also formed of two-way (personal) and multi-way (group) interaction patterns, which have the potential to be a means of cooperation, negotiation, and coordination during play. Thus, Roblox certainly plays a role as an interactive medium that can improve children's communication skills, although it still requires parental supervision and the use of security features to minimize negative factors in virtual interactions.

Keywords: Metaverse; Online_Games; Roblox; Interaction; School-Aged_Children

Introduction

Advances in information and communication technology have changed the way individuals communicate with each other (Lestari, 2019). Over the past ten years, the emergence of the Metaverse has changed the way people interact from the usual way to a more in-depth and dynamic way in a virtual space. The metaverse is a three-dimensional virtual world in which individuals can play an avatar version of themselves and interact in a simulated environment in real-time, thus creating a virtual ecosystem where people can engage socially and economically (Lee et al., in Piwari & Subtari, 2025). The concept of the Metaverse was first introduced in a science fiction novel "Snow Crash" by Neal Stephenson in 1992, which depicts humans having their own avatars and these avatars can interact with each other in three-dimensional software (Suryopratomo, 2025). Metaverse is a digital reality that combines various elements such as social media, online games, augmented reality (AR), virtual reality (VR), and cryptocurrency, so that people can interact with each other in a virtual space (Sopiandi & Susanti, 2022). The new dimension offered by the

Metaverse is used as a means to support social interaction by integrating various elements such as games, creativity, and interactivity into a virtual ecosystem (Humaira et al., 2024). This allows users not only to communicate but also to actively participate in various activities that support self-expression and collaboration directly in the digital space in real-time. One of the most popular and widely used online games within the Metaverse platform, particularly among school-aged children today, is Roblox (Anisa et al., 2025).

Roblox, widely known as one of the most popular Metaverse platforms among school-aged children, offers a variety of communication features that make it easy for users to interact with one another (Fatonah, 2024). This platform also offers the eight key features of the Metaverse: identity, friends, immersion, accessibility, ease of use, diverse content, economy, and safety (Han et al., 2023). Roblox itself creates a virtual environment where users can communicate directly, collaborate, and share experiences through the various activities available. This is also supported by previous research indicating that every user or player on Roblox can interact, socialize, cooperate, and create through the avatars they use in the game (Endarto & Martadi, 2022). According to a report released by Roblox, there were 111.8 million daily active users of Roblox games in Q2 2025. Of that total, 22% were under the age of 13 (Tornow, 2025).

According to beritamagelang.id, children use Roblox not only for play, but also as a platform to develop creativity, improve teamwork and hone communication skills. Generally, through various activities on Roblox, children can learn to collaborate and innovate in a highly interactive virtual world. However, using this platform without proper supervision can pose several risks, such as gaming addiction, exposure to age-inappropriate content, impulsive buying, and a tendency for communication occurs more frequently in the virtual realm than in face-to-face interactions (Fadhilla, 2025). In addition, interacting with strangers can also pose a potential danger to children. Research by Fathurrohman et al. (2017) shows that many online gamers also tend to have poor social interaction in real life; for example, they prefer to chat with their gaming friends via gadgets and social media rather than communicating face-to-face when gathering with friends in the real world. Yuliastika et al. (2023), in their study, the authors offer a different perspective from the findings of Fathurrohman et al. (2017), arguing that although Roblox provides online communication features, in reality children often still gather and meet in person at a single location. Despite the fact that playing online games places children in a virtual space via their devices, it encourages them to communicate and interact in small groups in person.

Despite the fact that changes in digital technology and the emergence of the Metaverse have transformed the way people interact socially, particularly through popular platforms like Roblox, in-depth research on Roblox's role as a medium for interaction among school-aged children remains limited. Although there have been many previous studies discussing Roblox, there has been no specific study that delves into how Roblox, as one of the Metaverse platforms, is used as a medium of interaction, particularly among school-aged children, because previous research has focused more on economic systems, education, and motives for using Roblox alone, without relating them to the Metaverse aspect. Other researchers have also highlighted the phenomenon of interaction occurring on Roblox, but have not specifically addressed the context of school-aged children. This study adopts a different approach, with its focus and scope centered on the interactions of school-

aged children (7–12 years old) when using one of the Metaverse platforms, namely Roblox. This raises questions regarding how children of this age use the Roblox platform as a medium for interaction, what interaction patterns emerge on the platform, and how Roblox's communication features can support the development of their communication skills. To understand the quality of this communication, this study uses Daft and Lengel's (1986) Media Richness Theory as the basis for analysis. This Media Richness Theory interprets a medium's effectiveness in conveying multiple communication cues, providing immediate feedback, offering language variety, and facilitating a high degree of personal focus (Venus & Munggaran, 2017). The Roblox platform, with its text-based, voice-based, and visual communication features as well as avatar interactions, is an interesting subject for study to determine whether it can serve as a communication-rich medium for school-aged children, and how this richness of the medium influences their social interaction patterns.

By understanding Roblox's role as a medium for interaction among school-aged children, this study will provide valuable insights and benefits to parents, educators, and platform developers, with the aim of optimizing its use as a safe and educational medium. The findings of this study will be beneficial to those directly involved in education, particularly children's education in developing interactive and enjoyable technology-based learning methods that effectively engage children in virtual communication activities. The objective of this study is to determine how Roblox, one of the Metaverse platforms, can be optimally utilized as a medium that supports children's social interaction in the virtual world. Through the process of analyzing communication patterns, communication features, and children's interactivity in Roblox, this research is expected to provide an understanding of the role of digital media in developing children's communication skills. This research not only provides practical benefits, but also aims to make a theoretical contribution to the development of new media studies and social interaction in virtual environments, especially in the context of the Roblox Metaverse. Through a deeper understanding of the patterns and ways in which children communicate and use digital media, this research can add theoretical insight both in the realm of communication and digital education. Therefore, future research can focus more on the development of digital media as a tool for communication and self-expression among children, in line with increasingly advanced technological developments and ever-changing societal trends.

Methodology

This study employs a qualitative approach using descriptive methods. In a qualitative approach, the research design and conceptual framework are designed to support the researcher in exploring in-depth information about the social phenomenon under study, thereby revealing the dynamics and meanings that emerge within the context of the study (Creswell & Poth, 2018). The approach was chosen to understand Roblox's role as a platform Metaverse in facilitating social interaction of school-aged children, especially in revealing experiences, interaction patterns, and forms of communication that occur in virtual spaces.

The subjects of the study included selected informants, namely elementary school children (7-12 years old) in Windujaya Village and their parents as supporting informants. The age range of 7–12 years was chosen because in this phase the child is at the stage of concrete operational cognitive development, where they begin to be able to understand the rules, interact socially, and express their opinions more clearly. Informants were selected using a purposive sampling technique, based on the criteria that they actively play Roblox and have direct experience interacting on the platform. Age and gender were also considered to ensure a diverse range of perspectives. The subjects of study were social interaction activities and communication features on Roblox, as observed in children's daily use.

Primary data was collected through in-depth interviews and participatory observation of children's play activities and interactions on Roblox. Secondary data was drawn from supporting literature such as books, scientific journals, academic articles, media reports, and online sources related to digital media, the metaverse, and children's social interactions. This study employed source and technique triangulation to ensure the credibility and validity of the results. Source triangulation was conducted by comparing data from children and parents, while technique triangulation combined results from interviews, observations, and a literature review. To ensure the findings are scientifically credible, these techniques were used to strengthen the validity of the data, reduce subjective bias, and ensure consistency and transparency.

Result and Discussion

This study examines Roblox as a Metaverse platform that functions as a social interaction space for school-aged children. This research shows that Roblox is not only a place for children to play, but also a digital social place where they can interact, negotiate identities, and practice communication skills. Primary data were obtained from in-depth interviews and participant observation with key informants, namely children (7-12 years old) and their parents in Windujaya Village. This data was used to understand Roblox's role as a medium for interaction among school-aged children, the communication patterns formed within it, and the communication features that support these interactions.

This discussion focuses on analyzing research findings with reference to Media Richness Theory (Daft and Lengel, 1986) and studies related to the use of the Metaverse on the Roblox platform. Roblox's role as a child interaction medium is also strengthened by eight main features of the Metaverse, namely identity, Friends, immersive, anywhere, low friction, variety of content, Economy, and Safety (Han et al., 2023). This finding strengthens the research results of Azzahra et al. (2025) and Wulandari et al. (2025), which stated that Roblox functions as an interactive space where players can engage not only in gameplay but also in communication and self-expression. However, this study emphasizes that for school-aged children, Roblox is not only a space for entertainment but also a space for social practice that influences how they talk, collaborate, and build relationships with peers. This means that Roblox's contribution to children's lives is both functional and social.

The Role of Roblox as an Interaction Media for School-Aged Children

The research results show that children use Roblox not only for fun but also as a primary way to interact with friends. Children use Roblox to play together, help each other on missions, discuss missions, and express their feelings while playing. These findings suggest that Roblox has a strong social function because the interactions that occur are not only technical in nature, but also emotional and relational. Interactions in Roblox demonstrate high emotional engagement. Children often display a variety of emotions, such as joy, annoyance, anger, or even sadness while playing. This suggests that Roblox gives children more freedom to express their feelings than formal interactions outside of the game. Although most children haven't activated the voice chat feature due to age restrictions, emotional expression is still visible through spontaneous speech in the real world and avatar behavior in the game.

One informant stated, "I like to scream 'arghhh' when I'm upset, and laugh when something funny happens while playing" (AHF). AHF's statement shows that Roblox truly allows children to express their emotions freely and naturally, even though it's only in the virtual world. Spontaneous responses such as screaming and laughing demonstrate genuine emotional engagement during play, allowing children's virtual experiences to evoke reactions similar to real-world social situations. This demonstrates that interactions in Roblox are highly immersive because children not only control the game but also directly experience and express their feelings. These situations are crucial for children's social and emotional development because they provide opportunities to recognize, express, and talk about their feelings in a fun and interactive way.

The use of chat features and invitations to play together makes social interactions interactions in Roblox fast, spontaneous, and responsive. Children prefer using public chat because it's more fun and provides the opportunity to interact with many players simultaneously. Children not only want to convey a message but also seek a lively social atmosphere, group involvement, and the opportunity to build new relationships. These findings indicate that for school-aged children, play experiences are significantly linked to their needs for social recognition and companionship among peers.

From a parent's perspective, Roblox is seen as a catalyst for children to be more actively engaged and enthusiastic while playing. Parents observed that children often laugh, talk to themselves, and show emotional involvement while playing Roblox. This is in line with the opinion (SA) which states, "when playing Roblox, my child looks happy, often laughs and talks to himself while playing". This shows that as an interaction media, Roblox functions in a real way even though it is not done face to face. Expressions such as laughter and self-talk indicate that children respond to social situations in the game as if they were interacting directly with others. This condition shows that Roblox can create a sense of social presence and closeness between players, thus functioning well as a digital interaction medium. This experience can also help children develop the courage to speak up, express their feelings, and develop social responses to peers. In this way, not only in the real world, but also in interactive virtual spaces, children's social skills can continue to develop.

Roblox also develops children's social interaction skills, such as collaborating and communicating with friends. The more often children participate in group games, the more accustomed they become to active interaction, sharing roles, helping each other, and working together to achieve game goals. This proves that Roblox can be used as a place for informal social learning, where children can learn to understand group play rules, solve problems together, and hone their cooperation and communication skills. Parents have also observed that children who frequently play Roblox with their friends tend to have strong social skills, as evidenced by their communicative nature, friendliness, confidence, and ease in interacting with others. Children who engage in collaborative games also develop their ability to adapt to social environments, both in the virtual world and in everyday life. This experience is crucial for children's social development, as it fosters interpersonal skills.

Patterns of Social Interaction Among School-Aged Children in Their Use of Roblox

Children's communication patterns on Roblox demonstrate rich and dynamic characteristics. Children can directly convey their intentions through short chats that receive immediate responses, demonstrating high levels of feedback immediacy. Based on the results of observations and interviews, two main patterns of child interaction were identified two-way interaction (private) and multidirectional interaction (group).

a. Two-Way Interaction (Private)

Two-way (private) interactions on Roblox occur through direct communication between two children or players without involving other players. These interactions are private and personal, making the communication more focused and intense because it only involves two parties. This type of interaction takes place when a child communicates directly with another player via the private chat or direct message (DM) feature.

Figure 1. Roblox Informant DM
Source : Roblox

Figure 1 shows an example of a two-way (private) interaction between the informant and his friend via the DM (Direct Message) feature on Roblox. This communication pattern is personal and focuses on only one interlocutor, resulting in

clearer messages and quicker responses. This type of interaction is typically oriented toward coordination and cooperation, as shown in Figure 1, which shows collaboration regarding the type of game they want to play. This demonstrates that the DM feature in Roblox has proven effective in fostering two-way communication and demonstrates Roblox's role as an interaction medium that can build closer and more focused social relationships in children.

This research supports the research of Azzahra et al. (2025), which states that the communication feature in Roblox allows for more free and personal communication between players. However, this study shows a more specific side, namely that the DM feature is not always chosen by children to communicate privately. In fact, in some situations, children still use the public chat feature even though their goal is only to invite one of their friends to play. This suggests that as long as the message is clear and addressed to a specific friend, it can be categorized as a two-way interaction, as it only involves two parties, even if it occurs in a public space.

Figure 2. Interactions in Map Fish It
Source : Roblox

Figure 2 shows a two-way (private) interaction that occurred in a map called "Fish It" in Roblox, where one of the children who became the informant was in the same map and was seen starting a conversation with his friend through the public chat feature. The informant indicates an open invitation to his friend to join a fishing activity or mission. This is demonstrated by Roblox's public chat feature and mission system, which provide a space for two-way interaction, thereby enabling children in the virtual world to communicate, collaborate, and build a sense of community. This shows that children do not only choose media to interact based on privacy aspects, but also on aspects of comfort, habits, and the social atmosphere that they consider to be more enjoyable.

b. Multidirectional Interaction (Group)

Multidirectional (group) interaction is a type of interaction within a single space involving more than two players simultaneously. In multidirectional interaction, communication occurs not only between one sender and one receiver, but also between

multiple parties. Based Multidirectional (group) interaction is a type of interaction within a single space involving more than two players simultaneously. In multidirectional interaction, communication occurs not only between one sender and one receiver, but also between multiple parties. Based on the observation results, multidirectional interactions occur when children communicate with more than two players simultaneously, either through the party feature (group chat) or public chat in one game map. This pattern certainly supports group discussions, collaboration, and open exchange of information.

Figure 3. DM Party (Group Chat) Informan
Source : Roblox

Figure 3 shows the multidirectional interaction between children facilitated by the party (group chat) feature in Roblox. This demonstrates that the party feature in Roblox is not only a gathering place, but also a space for communication, strategy formation, and collaboration between players. In addition to the party (group chat) feature, Roblox also has a voice party feature that allows verbal interaction between group members, resulting in faster coordination, more spontaneous responses, and a more immersive communication experience. However, access to this feature is restricted to children and users under a certain age, demonstrating the platform's efforts to maintain safe interactions based on user age.

Figure 4. DM Public Chat: Ant Mount Map
Source : Roblox

Figure 4 shows a multidirectional interaction process between several players in a single map experience titled "Ant Mount" and interacting through the public chat feature. This type of interaction actually reflects a group communication pattern focused on problem-solving in the game, as they ask questions, provide answers, and exchange information to overcome obstacles during gameplay, even if the answers seem simple. It is clear that Roblox is able to facilitate multidirectional interactions that allow children to ask questions, answer questions, and share experiences playing together in the virtual world.

These findings align with Azzahra et al. (2025), who stated that interactions in Roblox are multidirectional and require caution due to the higher potential for misunderstanding compared to face-to-face interactions. The results of this study strengthen this perspective, because in group conversations, children must quickly understand the context, respond to messages, and adapt their language to various interlocutors. Roblox is more than just a place to play, it's also a social space where you can practice reading situations, taking turns speaking, and responding appropriately. From a social development perspective, these multidirectional interaction patterns contribute to children's social learning, particularly in cooperation, tolerance, and group communication skills. Children can learn that the goals of the game can only be achieved through coordination and shared participation.

Roblox's Communication Features in Supporting Children's Social Interaction

The findings show that communication features in Roblox play an important role in facilitating verbal and nonverbal communication and the formation of social relationships. This shows that Roblox functions not only as a gaming platform, but also as an interactive social space where children can build connections, express themselves, and also develop social communication skills.

a. The Chat Feature as a Means of Verbal Communication

The results of the study show that the chat feature is the main means of verbal communication in Roblox. From a verbal communication perspective, the chat feature shows a high level of feedback immediacy. Through the chat feature, children can invite others to play, negotiate, ask for help, provide feedback, or simply share experiences with friends during gameplay. The speed of response is also one of the reasons why the chat feature is so popular with children. According to Media Richness Theory, this feature offers fast feedback, making it suitable for creating dynamic and responsive interactions, especially when impromptu decisions and coordination are required in the game

Observation results show that the chat feature used by children when playing Roblox is considered the main means of verbal communication. Children often use this feature for various forms of interaction, such as inviting friends to play together (often called "mabar"), asking for help, providing feedback, and sharing personal experiences while playing. With the chat feature, children can communicate directly and get quick

feedback, which ultimately makes the interaction process feel more lively, dynamic, and full of involvement. This is in line with the statement of one informant, "I often invite friends to play together. If my friend chats to play together, I immediately reply ‘Let’s go!’" (APR).

Interestingly, children preferred public chat over private messages (DM). This finding is important because it suggests that children's preferences are based not only on their communication skills but also on their social experiences. Children found public chat more enjoyable because it allows them to talk to more friends, meet new ones, and makes the game feel more fun and lively. In other words, public chat fulfills children's social needs to be with others, to be recognized, and to be part of a gaming community. As one informant said, “I chat more in public than I chat in Roblox DMs” (KCF). Her opinion also aligns with that of (AHF), who said in her interview, "I use public chat more often because it's more fun to chat with others in public rooms." This statement suggests that children choose public chat not only for technical reasons, but also for social and emotional reasons.

Public chats provide a lively, interactive, and open feel. Children can feel more “noticed” in front of others, get quicker responses, and participate in ongoing conversations. This reinforces the idea that children's media use is strongly influenced by affective experiences rather than simply communication efficiency. These findings also further the understanding that school-aged children tend to prefer spontaneous, open, and engaged modes of communication in social life and interactions.

The language patterns used by children on the Roblox platform also reflect the diversity and unique characteristics of verbal communication. Children use slang terms, as well as terms that have emerged among Generation Alpha and the Roblox community. The use of this vocabulary serves as a means of verbal communication (both spoken and written) that functions to express oneself, build rapport, and adapt to the prevailing language norms within the game’s social environment.

b. Avatars, Emotes, and Dances as Means of Nonverbal Communication

The results of this study indicate that communication features in Roblox, such as avatars, emotes, and dance, are considered both nonverbal communication tools and rich media. This finding is in line with Wulandari et al. (2025), who stated that Roblox can facilitate identity exploration through avatars and creative collaboration. However, this study expands on these findings by showing that among school-aged children, avatars are seen not only as aesthetic tools but also as social tools for gaining peer recognition. These visual features also replace facial expressions, gestures, and emotional cues, as in live chat, while avatar customization and visual symbols strengthen social identity and emotional bonds between players. This finding also aligns with the principle of multiple cues in Media Richness Theory, which states that the more cues a user can conveyed, the more effective the media is in conveying social meaning.

Children construct the digital identity they want to project through their choice of clothing, colors, accessories, and avatar shape. Children are not only being

themselves, but they are also showing the version of themselves that they want their social environment to recognize, this means that identity in Roblox is performative. When children perceive an avatar as attractive, cute, or cool, they tend to feel more comfortable interacting with it. Avatar appearance is also considered an important element in social interaction, as it is closely related to the level of self-confidence and acceptance of the playgroup. As the opinion (AHF) states that he is influenced by TikTok content regarding the choice of colors on avatars that tend to be black and white because they want to look handsome. His opinion is also in line with the opinion of another informant who in his interview said, "I like to wear cute and bright outfits, so that I look like a cake girl, making me more confident also because I like to be praised funny with friends" (KCF).

The use of emotes and dance also demonstrates that nonverbal communication in Roblox has a clear social function. Children use emotes and dance to express feelings such as happiness, enthusiasm, or simply to show their presence to other players. In other words, emotes and dance replace facial expressions and gestures typically used in face-to-face interactions. This shows that Roblox successfully facilitates nonverbal cues that help children construct social meaning in virtual spaces. This form of nonverbal communication is often used when children want to attract a friend's attention, respond to a game situation, or build a sense of camaraderie. One informant said, "I like using both, but I prefer the moving ones, like dancing, so people can see my movements" (KAF). These findings reveal that visual features such as avatars, emotes, and dance play a crucial role as nonverbal communication tools. These features not only support the development of children's social identities but also strengthen interactions and social bonds between players.

Besides that, children also use symbols and numbers as a form of nonverbal communication, useful for projecting their personal identities while adapting to the digital culture they engage in. This can be seen from the choice of a username, for example, one of the informants uses the number "3" instead of the letter "e" in the username @darr_co3 because it is considered to give a cooler impression. Another informant added the number "408" to their username which represents the date and month of birth. The use of numbers and symbols serves as a marker of identity as well as a means of adjusting to the social environment in online games. This phenomenon suggests that children's digital identities are formed through a combination of individual and social elements. Children want to remain unique while still being seen as part of the gaming community.

c. Safety Features as a Tool for Managing Proximity and Interaction Safety

The safety features in Roblox play a crucial role in regulating social distancing and interaction boundaries to ensure children's communication safety. Features such as age restrictions, chat filters, content moderation, and parental controls play a role in maintaining the quality and intensity of interactions. From the perspective of Media Richness Theory, rich media must not only be able to convey messages effectively and

provide comprehensive communication features, but also involve managing online intimacy and risk limits by both the media and its users.

The results of the study show that children have the ability to manage intimacy boundaries when interacting with other users on the Roblox platform. This ability relies not only on a child's self-awareness but is also reinforced by Roblox's safety features, such as age restrictions. When interacting with unknown players, children are typically more cautious and reluctant to share personal information such as their real names, ages, or other identifying information. Children choose to use pseudonyms as a form of self-protection in virtual spaces. This action indicates that children have begun to develop self-protection strategies in digital spaces. However, this ability does not emerge spontaneously but is also influenced by the safety features provided by Roblox and guidance from their parents.

This attitude is reflected in the statement of one informant, "I was once asked my name and age, but I made up an answer and said I was in high school" (E). This statement describes children's awareness of the risks of online interactions and their ability to implement safe communication strategies. The use of pseudonymous identities is a form of proximity management, where children limit the information shared to parties who do not have clear or trusted social relationships. Roblox's communication features, such as account privacy settings, message limits, and chat filters, significantly support the creation of a safe and comfortable interaction space for children. They can socialize without having to share personal data. This allows children to control the extent of their social interactions with other players.

Parents also believe that while Roblox can help children socialize and collaborate, supervision is still necessary to prevent it from interfering with daily activities like eating and bathing. Therefore, parents generally implement limits and rules regarding playtime as a form of control over Roblox use. As (SA) stated, "I'm quite strict with the rules. I usually only allow my child to play Roblox on holidays, like Saturdays, Sundays, or school holidays. I usually limit Roblox to one hour a day." One parent's statement shows that Roblox has been proven to support children's social interaction and emotional development, but its use should still be strictly limited. According to (SA), setting a time limit for children to play is the right strategy to avoid addiction and maintain balance in children's daily routines. Limiting playtime is a necessary form of support to ensure Roblox remains a supportive medium for children's development. By implementing these restrictions, Roblox can be used in a more targeted manner without disrupting children's obligations outside of playing activities.

Conclusion

This research reveals that Roblox, as a prominent Metaverse platform, functions effectively as an interactive medium for elementary school children, transcending its role as mere entertainment to become a virtual social space. Children develop two-way communication patterns when exchanging messages or coordinating during play, as well as multi-way communication when engaging in group interactions within a game space.

This shows that Roblox can help players communicate in a way that is both interactive and participatory. Roblox is a rich medium because it offers a wide range of communication signals, quick feedback, language and symbol variety, and personal interactions.

Chat, avatars, emotes, and dance are just a few of the communication features that enable these interactions. These features help children express themselves, provide immediate feedback, and build virtual social connections. On the other hand, children in school still need parental guidance and supervision when playing Roblox. Although the platform includes safety features like age restrictions, chat filters, and parental controls, parents' control of children's playtime remains crucial. Roblox can be understood as a rich communication medium, and with proper guidance, interactions within it can be safe and healthy.

This research shows the potential for Roblox to be used in education as an interactive and fun technology-based learning medium. The Metaverse platform can be used to develop digital-based learning methods that encourage collaboration, creativity, active participation, and communication skills in children through modern virtual activities. This study helps parents understand the importance of child support, improving family digital literacy, and monitoring their children's digital media use so they can use Roblox as a balanced way to learn, play, and socialize. For platform developers, these findings reinforce the need to continue creating a safe, child-friendly, and educational digital ecosystem by enhancing security features, parental controls, and creating interactive spaces that encourage positive communication and child development.

Theoretically, this research contributes to the development of studies on new media and social interaction in virtual environments, particularly in the context of the Roblox Metaverse. This research advances understanding of how children use digital media to communicate with each other, make friends, and express themselves in virtual spaces. Further research is recommended to more comprehensively investigate the long-term impact of Roblox use on improving children's communication, social, emotional, and academic skills. In addition, future research can focus on developing Metaverse-based learning models, comparing Roblox with other digital platforms, and examining changes in children's communication patterns along with technological advances and evolving social trends.

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