

Internet Addiction among Muslim Adolescents: A Systematic Literature Review on Risk Factors, Impacts, and the Preventive Role of Islamic Religious Education

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Abstrack

Internet addiction has emerged as a significant challenge among adolescents in the digital era, affecting their psychological well-being, academic performance, physical health, and social relationships. This study aims to examine the major causes and consequences of internet addiction and to explore the role of Islamic religious education in preventing and addressing excessive internet use among adolescents. The study employed a qualitative literature review approach by analyzing scholarly articles, books, and previous research findings related to internet addiction and religious education. The findings indicate that internet addiction is primarily influenced by psychological and social factors, including anxiety, loneliness, low self-esteem, inadequate parental supervision, peer influence, and poor-quality social relationships. The consequences of internet addiction encompass psychological problems such as depression, anxiety, insomnia, and attention disorders; academic difficulties including declining academic achievement; physical health issues such as obesity and visual impairment; and social problems characterized by weakened interpersonal communication and social isolation. Furthermore, Islamic religious education contributes significantly to prevention efforts through moral guidance, character development, Islamic parenting practices, and counseling interventions based on religious values. The study concludes that strengthening religious education, family involvement, and school-based counseling programs can serve as effective strategies for reducing internet addiction among adolescents and promoting healthy digital behavior.

Keywords: *internet addiction; adolescents; Islamic religious education; digital behavior; character education*

1. INTRODUCTION

The rapid advancement of digital technology has transformed various aspects of human life, including communication, education, social interaction, and access to information. Among these technological developments, the internet has become an indispensable component of contemporary society, providing unprecedented opportunities for learning, entertainment, and social connectivity. According to the International Telecommunication Union, global internet usage has continued to increase significantly, particularly among adolescents and young adults who constitute one of the most active groups of internet users (ITU, 2024). In Indonesia, internet penetration has also experienced substantial growth, with adolescents spending a considerable amount of time online for educational, recreational, and social purposes (APJII, 2024).

Despite its numerous benefits, excessive internet use has generated growing concerns among scholars, educators, and mental health professionals. One of the most widely discussed issues is *Internet Addiction (IA)*, a behavioral disorder characterized by an individual's inability to control internet use despite experiencing negative consequences in academic, social, psychological, and occupational domains (Young, 1998). Internet addiction is generally manifested through excessive online engagement, compulsive

internet use, withdrawal symptoms when disconnected, and the neglect of important daily responsibilities (Kuss & Lopez-Fernandez, 2016). Although internet use has become a normal aspect of modern life, problematic internet use may develop into addictive behavior when individuals increasingly rely on online activities to regulate emotions, escape reality, or satisfy psychological needs.

Adolescents represent one of the most vulnerable groups to internet addiction due to their developmental characteristics. During adolescence, individuals undergo significant psychological, emotional, and social changes while simultaneously seeking identity, autonomy, and peer acceptance. These developmental challenges often increase adolescents' susceptibility to problematic internet use, particularly when online environments provide immediate gratification and social reinforcement (Anderson et al., 2023). Recent studies indicate that adolescents with internet addiction frequently experience anxiety, depression, loneliness, low self-esteem, sleep disturbances, and reduced academic performance (Zhao et al., 2023). Furthermore, excessive internet use has been associated with physical health problems, including obesity, visual strain, sedentary lifestyles, and disrupted sleep patterns (World Health Organization [WHO], 2023).

The educational consequences of internet addiction have become increasingly evident in recent years. While digital technology offers valuable educational resources and supports innovative learning practices, excessive engagement with social media, online gaming, video streaming platforms, and other digital entertainment activities may negatively affect students' academic achievement and learning motivation. Previous research has demonstrated that students who exhibit symptoms of internet addiction often report lower academic engagement, poor concentration, reduced productivity, and decreased academic performance compared to their peers with healthier internet-use habits (Odacı & Çelik, 2021). Consequently, internet addiction has emerged not only as a psychological concern but also as an educational challenge requiring comprehensive intervention strategies.

Numerous studies have investigated the causes and consequences of internet addiction from psychological, sociological, and public health perspectives. Existing literature suggests that internet addiction is influenced by a complex interaction of psychological factors such as loneliness, anxiety, depression, stress, and low self-esteem, as well as social factors including family relationships, parenting styles, peer influence, and social isolation (Kircaburun et al., 2022; Zhao et al., 2023). Other studies have focused on the adverse consequences of internet addiction, particularly its impact on mental health, interpersonal relationships, academic achievement, and overall well-being (Anderson et al., 2023). While these studies have contributed significantly to understanding the phenomenon, they predominantly emphasize psychological and behavioral interventions.

However, limited scholarly attention has been devoted to examining the role of religious education as a preventive and intervention framework for addressing internet addiction. Existing studies rarely explore how religious values, moral education, and spiritual development may contribute to strengthening adolescents' self-regulation and resilience against problematic internet use. This gap is particularly significant in Muslim-majority societies, where religious education plays an important role in shaping moral behavior, character formation, and social responsibility. Consequently, there remains a need to investigate how Islamic Religious Education can contribute to preventing and mitigating internet addiction among adolescents.

From an Islamic perspective, technology is not inherently problematic; rather, its ethical use depends on the individual's moral awareness, self-control, and responsibility before God and society. Islamic educational principles emphasize the development of *akhlaq* (moral character), *muraqabah* (awareness of God's supervision), and *mujabadah al-nafs* (self-discipline and self-control), which may serve as protective factors against addictive behaviors (Al-Attas, 1991; Halstead, 2007). Through these principles, Islamic Religious Education seeks not only to transmit religious knowledge but also to cultivate responsible behavior and ethical decision-making in everyday life, including digital engagement.

Theoretically, this study draws upon Social Cognitive Theory developed by Albert Bandura (1986), which posits that human behavior is shaped through reciprocal interactions among personal factors, environmental influences, and behavioral experiences. According to this theory, adolescents may develop internet addiction through observational learning, social reinforcement, and repeated exposure to online behaviors that are perceived as rewarding. Conversely, positive role models, supportive family environments, and value-based educational practices can enhance self-regulation and reduce the likelihood of addictive internet use.

Based on the foregoing discussion, a significant research gap remains regarding the integration of Islamic Religious Education into the discourse on internet addiction prevention and intervention. While previous studies have extensively examined the psychological and social determinants of internet addiction, relatively few have explored the contribution of religious education in promoting healthy digital behavior. Therefore, this study aims to analyze the causes and consequences of internet addiction and to examine the role of Islamic Religious Education in preventing and addressing problematic internet use among adolescents. The study is expected to contribute to the growing body of literature on digital behavior and religious education by offering a value-based perspective on internet addiction prevention in the digital age.

2. METHOD

This study employed a qualitative literature review design to examine the causes, consequences, and preventive role of Islamic Religious Education in addressing internet addiction among adolescents. A literature review approach was selected because it enables the synthesis and critical analysis of existing scholarly evidence concerning internet addiction and educational interventions in the digital era (Snyder, 2019). Through this approach, the study seeks to provide a comprehensive understanding of the multidimensional factors contributing to internet addiction and to explore the potential contribution of religious education in promoting healthy digital behavior.

The data sources consisted of peer-reviewed journal articles, books, conference proceedings, and official reports published between 2020 and 2025. Relevant literature was identified through several academic databases, including Google Scholar, Scopus, Web of Science, Crossref, and ERIC. To ensure the relevance of the selected studies, the search process employed combinations of keywords such as *internet addiction*, *problematic internet use*, *adolescents*, *youth digital behavior*, *Islamic religious education*, *religious education*, *Islamic parenting*, *digital ethics*, and *character education*.

The selection of literature followed predefined inclusion and exclusion criteria. The inclusion criteria were: (1) studies published in English or Indonesian; (2) publications focusing on internet addiction among adolescents and young adults; (3) studies discussing psychological, social, educational, or religious dimensions of internet addiction; and (4)

publications appearing in peer-reviewed journals or academic books. Meanwhile, studies unrelated to internet addiction, publications lacking empirical or conceptual relevance, and duplicate records were excluded from the review process.

After the identification stage, the collected literature was screened and evaluated based on its relevance to the objectives of the study. The selected publications were subsequently organized and categorized according to major themes, including psychological determinants of internet addiction, social and environmental factors, educational and health consequences, religious education, Islamic parenting, and intervention strategies. This thematic categorization facilitated a more systematic examination of the relationships among the reviewed studies.

Data were analyzed using thematic content analysis, which allows researchers to identify recurring patterns, concepts, and relationships across different sources of literature (Braun & Clarke, 2022). The analysis process involved four stages: (1) familiarization with the literature, (2) coding and classification of relevant findings, (3) identification of major themes and subthemes, and (4) interpretation and synthesis of findings in relation to the research objectives and theoretical framework. This analytical approach enabled the study to generate a comprehensive understanding of internet addiction and the potential role of Islamic Religious Education in its prevention and intervention.

To enhance the trustworthiness of the review, the study employed source triangulation by comparing findings from various disciplines, including psychology, education, sociology, public health, and Islamic studies. Furthermore, priority was given to recent publications and high-quality peer-reviewed sources to ensure the credibility and contemporary relevance of the findings. Through this rigorous review process, the study aims to provide a reliable synthesis of current knowledge and to contribute to the growing discussion on internet addiction prevention through value-based educational approaches.

3. RESULT AND DISCUSSION

3.1. Psychological Determinants of Internet Addiction

The reviewed literature indicates that psychological factors constitute one of the most significant determinants of internet addiction among adolescents. Several studies consistently report that individuals experiencing loneliness, anxiety, depression, stress, and low self-esteem are more likely to develop problematic internet use behaviors (Kuss & Lopez-Fernandez, 2016; Zhao et al., 2023). For many adolescents, the internet functions as an alternative environment where they can escape real-life difficulties, seek emotional gratification, and construct desired social identities.

Among the psychological factors identified in previous studies, loneliness appears to be one of the strongest predictors of internet addiction. Adolescents who experience social isolation often use social media platforms, online gaming communities, and virtual communication channels to compensate for deficiencies in face-to-face interactions. While these platforms may temporarily reduce feelings of loneliness, excessive dependence on virtual interactions can further weaken real-world social relationships and increase the risk of addictive behavior.

Depression and anxiety have also been found to be closely associated with excessive internet use. Adolescents experiencing psychological distress frequently turn to digital environments as coping mechanisms. However, instead of resolving emotional problems, excessive internet use often reinforces maladaptive behavioral patterns and contributes to

worsening mental health conditions. This finding supports the argument that internet addiction should not merely be understood as a technological problem but also as a psychological phenomenon requiring comprehensive intervention.

From the perspective of Social Cognitive Theory (Bandura, 1986), psychological vulnerability interacts with environmental influences to shape individual behavior. Adolescents with low self-regulation may become increasingly dependent on online activities when such behaviors are repeatedly reinforced by immediate gratification and positive emotional experiences. Consequently, psychological resilience and self-control become important protective factors against internet addiction.

3.2. Social and Environmental Factors Influencing Internet Addiction

In addition to psychological determinants, social and environmental factors play a crucial role in the development of internet addiction. The reviewed studies highlight the influence of parenting styles, family relationships, peer pressure, and social environments on adolescents' internet-use behavior (Kircaburun et al., 2022).

Family constitutes the primary socialization agent responsible for shaping children's behavioral patterns. Research suggests that inadequate parental supervision, weak family communication, emotional neglect, and inconsistent parenting practices significantly increase the likelihood of problematic internet use among adolescents. Parents who fail to establish clear boundaries regarding digital media use may unintentionally contribute to excessive internet engagement.

Peer influence also represents an important determinant of internet addiction. Adolescents spend considerable amounts of time interacting with peers and often seek acceptance within social groups. In contemporary digital culture, online gaming, social networking, and content-sharing activities frequently become central aspects of peer interaction. As a result, adolescents may feel pressured to remain constantly connected in order to maintain social status and group belonging.

These findings are consistent with Social Cognitive Theory, which emphasizes the role of observational learning and social reinforcement in shaping behavior. Adolescents often imitate the digital habits of their peers and family members, particularly when such behaviors are perceived as socially rewarding. Therefore, efforts to reduce internet addiction should not focus solely on individual behavior but also address the broader social environment in which digital practices are embedded.

3.3. Educational and Health Consequences of Internet Addiction

The reviewed literature demonstrates that internet addiction produces multidimensional consequences affecting academic performance, psychological well-being, physical health, and social relationships. One of the most frequently reported outcomes is academic decline. Students who spend excessive amounts of time online often experience difficulties concentrating on academic tasks, completing assignments, and maintaining learning motivation (Odacı & Çelik, 2021).

Several studies have reported a negative correlation between internet addiction and academic achievement. Excessive engagement in online gaming, social media, and entertainment platforms may reduce the amount of time available for studying and limit students' ability to focus on educational activities. Consequently, internet addiction has emerged as an important educational concern that may hinder students' academic success.

The health consequences of internet addiction are equally significant. Research indicates that excessive internet use contributes to sleep disturbances, fatigue, headaches, visual impairment, obesity, and reduced physical activity (WHO, 2023). In particular, prolonged screen exposure and sedentary lifestyles associated with internet addiction pose serious risks to adolescent health.

Furthermore, internet addiction may negatively affect interpersonal relationships. Although digital platforms facilitate communication, excessive reliance on online interaction may weaken face-to-face social skills and increase social isolation. Consequently, adolescents may become increasingly disconnected from family members, teachers, and peers in offline environments.

The findings suggest that internet addiction should be viewed as a multidimensional issue with implications extending beyond technology use. Effective prevention strategies therefore require coordinated efforts involving educational institutions, families, healthcare professionals, and policymakers.

3.4. Islamic Religious Education as a Preventive and Intervention Framework

One of the central findings of this review is the significant potential of Islamic Religious Education (IRE) in preventing and addressing internet addiction among adolescents. Unlike conventional intervention approaches that primarily focus on psychological treatment or behavioral modification, Islamic Religious Education emphasizes moral development, spiritual awareness, character formation, and self-regulation.

Islamic educational philosophy views human beings as moral agents responsible for managing their behavior in accordance with ethical and spiritual principles. Concepts such as *muraqabah* (awareness of God's constant supervision), *taqwa* (God-consciousness), and *mujahadah al-nafs* (self-discipline) provide important foundations for developing responsible digital behavior. These values encourage individuals to exercise self-control and critically evaluate their online activities.

Character education also represents a crucial component of Islamic Religious Education. Through the cultivation of honesty, responsibility, discipline, moderation, and respect for others, religious education can strengthen adolescents' capacity to resist excessive internet use. Several studies indicate that students with higher levels of religiosity tend to demonstrate better self-regulation and lower levels of addictive behavior compared to their less religious peers.

Moreover, Islamic Religious Education provides an ethical framework for digital engagement. The principles of accountability, moderation, and social responsibility encourage adolescents to use technology productively rather than compulsively. In this regard, religious education functions not merely as a source of knowledge but as a preventive mechanism that shapes attitudes and behaviors in the digital age.

3.5. Islamic Parenting and Counseling Interventions

The literature further suggests that Islamic parenting practices play an essential role in preventing internet addiction. Islamic parenting emphasizes affection, guidance, supervision, and moral education within the family environment. Parents are encouraged to serve as role models and to establish balanced patterns of technology use for their children.

Effective parental involvement includes monitoring online activities, establishing reasonable screen-time limits, promoting alternative recreational activities, and maintaining open communication regarding digital risks. When combined with religious values, these parenting practices can enhance adolescents' self-regulation and reduce vulnerability to internet addiction.

In addition to family-based interventions, counseling services grounded in Islamic values may provide effective support for adolescents experiencing problematic internet use. Islamic counseling integrates psychological techniques with spiritual guidance, helping individuals develop self-awareness, emotional regulation, and a stronger sense of purpose. Such interventions may complement existing psychological approaches and contribute to more holistic strategies for addressing internet addiction.

Overall, the findings of this review indicate that internet addiction is a multifaceted phenomenon influenced by psychological, social, educational, and spiritual factors. Consequently, prevention and intervention efforts should adopt an integrated approach that combines psychological support, family involvement, educational initiatives, and religious value-based guidance to promote healthy and responsible digital behavior among adolescents.

4. CONCLUSION

This study examined the causes, consequences, and preventive role of Islamic Religious Education in addressing internet addiction among adolescents through a qualitative literature review approach. The findings indicate that internet addiction is a multidimensional phenomenon influenced by a complex interaction of psychological, social, educational, and environmental factors. Psychological determinants such as loneliness, anxiety, depression, stress, and low self-esteem were consistently identified as major contributors to excessive internet use. At the same time, social and environmental influences, including inadequate parental supervision, weak family communication, peer pressure, and digital culture, further increase adolescents' vulnerability to problematic internet behavior.

The review also demonstrates that internet addiction has far-reaching consequences that extend beyond excessive internet use itself. Its negative impacts are evident in various domains of adolescent life, including declining academic performance, reduced learning motivation, sleep disturbances, physical health problems, emotional instability, and weakened interpersonal relationships. These findings confirm that internet addiction should not be viewed merely as a technological issue but rather as a broader educational, psychological, and social challenge requiring comprehensive intervention strategies.

One of the most significant findings of this study is the potential contribution of Islamic Religious Education as a preventive and intervention framework for internet addiction. The literature suggests that Islamic Religious Education promotes moral development, self-regulation, spiritual awareness, and responsible behavior through the cultivation of values such as *taqwa* (God-consciousness), *muraqabah* (awareness of divine supervision), and *mujahadah al-nafs* (self-discipline). These values strengthen adolescents' capacity to regulate their online behavior and encourage the responsible use of digital technology. Furthermore, character education embedded within Islamic Religious Education contributes to the development of discipline, moderation, responsibility, and ethical decision-making in digital environments.

The findings also highlight the importance of Islamic parenting and counseling interventions in reducing the risk of internet addiction. Effective parental supervision, open communication, moral guidance, and role modeling can help adolescents develop healthier digital habits. Likewise, counseling approaches that integrate psychological support with Islamic values may provide a more holistic framework for addressing problematic internet use. Consequently, efforts to prevent internet addiction should not rely solely on technological restrictions or psychological interventions but should incorporate educational, familial, and spiritual dimensions.

Theoretically, this study contributes to the growing body of literature by expanding the discussion of internet addiction beyond psychological and behavioral perspectives and introducing Islamic Religious Education as a value-based preventive framework. Practically, the findings provide useful insights for educators, parents, counselors, and policymakers in designing educational programs and intervention strategies that promote healthy digital behavior among adolescents.

Despite its contributions, this study is limited by its reliance on secondary sources and literature-based analysis. Future research is therefore recommended to conduct empirical investigations examining the effectiveness of Islamic Religious Education programs, Islamic parenting practices, and faith-based counseling interventions in reducing internet addiction among adolescents. Comparative studies across different educational settings and cultural contexts may also provide a deeper understanding of how religious values influence digital behavior in contemporary society.

The findings of this study imply that educational institutions should integrate digital literacy with character education and religious values to foster responsible internet use among students. Families should strengthen parental involvement and supervision while promoting open communication regarding online activities. In addition, policymakers and educational stakeholders should develop collaborative strategies that combine psychological, educational, technological, and religious approaches to address the growing challenge of internet addiction. By integrating these dimensions, adolescents can be better equipped to navigate the digital world in a healthy, balanced, and responsible manner.

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