

**STRATEGI LITERASI DIGITAL ORANG TUA DALAM
MENCEGAH EKSPLOITASI SEKSUAL ANAK
DI MEDIA SOSIAL**

Artikel Ilmiah

**Diajukan Untuk Melengkapi Tugas-Tugas Dan Memenuhi Syarat-
Syarat Guna Mendapatkan Gelar Sarjana S1 Dalam
Pendidikan Islam Anak Usia Dini**

**Oleh:
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Program Studi Pendidikan Islam Dan Anak Usia Dini

**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
1448 H / 2026 M**

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا
مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ ﴿٦﴾

Artinya : “Wahai orang-orang yang beriman, jagalah dirimu dan keluargamu dari api neraka yang bahan bakarnya adalah manusia dan batu. Penjaganya adalah malaikat-malaikat yang kasar dan keras. Mereka tidak durhaka kepada Allah terhadap apa yang Dia perintahkan kepadanya dan selalu mengerjakan apa yang diperintahkan”.

(QS. At-Tahrim (66) : 6)



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Maulida Azzahra dilahirkan di Ipuh, kabupaten Mukomuko, Provinsi Bengkulu, pada tanggal 02 April 2004. Penulis merupakan anak ke dua dari pasangan Bapak Kadarsyah dan Ibu Meri Susanti. Pendidikan penulis dimulai dari Taman Kanak-Kanak di TK Tunas Mekar kecamatan Air Rami, Kabupaten Mukomuko, Provinsi Bengkulu pada tahun 2009 dan selesai pada tahun 2010. Kemudian penulis melanjutkan Pendidikan Sekolah Dasar di SD Negeri 05 Air Rami, Mukomuko, Bengkulu pada tahun 2010 dan selesai pada tahun 2016. Selanjutnya penulis melanjutkan Pendidikan Sekolah Menengah Pertama di SMP Negeri 34 Mukomuko, Provinsi Bengkulu pada tahun 2016 dan selesai pada tahun 2019, serta melanjutkan ke Sekolah Menengah Atas di SMA Negeri 7 Bengkulu Utara, Provinsi Bengkulu, pada tahun 2019 dan selesai pada tahun 2022.

Pada tahun 2022, penulis diterima melalui jalur SPAN-PTKIN sebagai mahasiswi Universitas Islam Negeri (UIN) Raden Intan Lampung. Menempuh pendidikan di Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Islam Anak Usia Dini (PIAUD), yang dimulai sejak semester ganjil Tahun Akademik 2022/2023. Sebagai bagian dari syarat akademik, penulis telah melaksanakan Kuliah Kerja Nyata (KKN) Tematik serta Praktik Pengalaman Lapangan (PPL) di TK Roudotunnur. Penulis berharap artikel ilmiah ini dapat memberikan wawasan baru bagi pembaca serta memberikan kontribusi positif yang bermanfaat bagi dunia pendidikan.

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Strategi Literasi Digital Orang Tua Dalam Mencegah Eksploitasi Seksual Anak Di Media Sosial: Systematic Literature Review

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Abstrak :

Eksplorasi seksual anak di ruang digital mencakup grooming daring, sextortion, perdagangan anak untuk tujuan pornografi, serta produksi dan distribusi konten seksual yang melibatkan anak di bawah umur. Pesatnya pertumbuhan penggunaan internet dan media sosial di kalangan anak-anak dan remaja telah meningkatkan berbagai risiko tersebut. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis secara sistematis strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial, mengembangkan model edukasi yang dapat diterapkan, serta mengkaji faktor-faktor pendukung dan penghambat dalam implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan desain *Systematic Literature Review* (SLR), yang mensintesis berbagai literatur ilmiah yang relevan melalui proses identifikasi, penilaian, dan integrasi tematik. Hasil penelitian menunjukkan bahwa pelaku eksploitasi seksual di ruang digital memanfaatkan berbagai teknik, seperti *grooming*, manipulasi emosional, dan penyamaran identitas, yang sulit dideteksi tanpa adanya mediasi dari orang tua. Orang tua yang memiliki literasi digital yang baik berperan sebagai fasilitator dan mediator dalam membangun ketahanan digital anak. Penelitian ini mengidentifikasi tiga klaster strategi utama, yaitu langkah-langkah teknis-operasional, pendekatan edukatif-komunikatif, serta faktor-faktor kontekstual yang memengaruhi implementasinya. Temuan penelitian menegaskan pentingnya kolaborasi antara keluarga, sekolah, dan masyarakat dalam membangun sistem perlindungan anak yang komprehensif di lingkungan digital.

Kata kunci : *Literasi digital orang tua, eksploitasi seksual anak, keamanan media sosial, strategi pengasuhan digital.*

Abstract

Child sexual exploitation in digital spaces encompasses online grooming, sextortion, child trafficking for pornography, and the production and distribution of sexual content involving minors. The rapid growth of internet and social media use among children and adolescents has intensified these risks. This study aims to systematically identify and analyze parental digital literacy strategies in preventing child sexual exploitation on social media, develop an applicable educational model, and examine supporting and inhibiting factors in its implementation. Employing a qualitative approach with a Systematic Literature Review (SLR) design, the research synthesizes relevant scholarly literature through identification, appraisal, and thematic integration. Findings reveal that digital predators exploit techniques such as grooming, emotional manipulation, and identity deception, which are difficult to detect without parental mediation. Parents with strong digital literacy act as facilitators and mediators in fostering children's digital resilience. Three clusters of strategies are identified: technical-operational measures, educational-communicative approaches, and contextual factors influencing implementation. The study underscores the importance of collaboration among families, schools, and communities to establish a comprehensive child protection system in digital environments

Keywords : Parental digital literacy, child sexual exploitation, social media safety, digital parenting strategies

Pendahuluan

Perkembangan teknologi digital telah mengubah secara signifikan pola komunikasi, interaksi sosial, serta praktik pengasuhan anak. Internet dan media sosial telah menjadi bagian integral dalam kehidupan anak, tidak hanya sebagai sarana hiburan, tetapi juga sebagai ruang untuk belajar, berinteraksi, membangun identitas digital, mengakses pengetahuan, meningkatkan kreativitas, serta memperluas jaringan sosial lintas wilayah dan budaya (Agha et al., 2023; Sukk & Siibak, 2021). Namun demikian, di balik berbagai manfaat tersebut, perkembangan teknologi digital juga menghadirkan berbagai risiko yang berpotensi mengancam keamanan dan kesejahteraan anak, salah satunya eksploitasi seksual anak secara daring (*online child sexual exploitation*) (Wang et al., 2021).

Bentuk eksploitasi ini meliputi *online grooming*, pemerasan seksual (*sextortion*), perdagangan anak untuk tujuan pornografi, serta produksi dan distribusi materi eksploitasi seksual anak melalui berbagai platform digital. Fenomena tersebut terus meningkat seiring dengan semakin luasnya penetrasi internet dan penggunaan media sosial oleh anak dan remaja di berbagai negara (Sun et al., 2021; Rudnova et al., 2023; Lafton et al., 2022). Laporan UNICEF menunjukkan bahwa lebih dari sepertiga pengguna internet di dunia merupakan anak-anak, sehingga menjadi kelompok yang sangat rentan terhadap berbagai bentuk kejahatan digital (Fam et al., 2023; Du et al., 2021). Sejalan dengan itu, INTERPOL melaporkan peningkatan signifikan kasus eksploitasi seksual anak berbasis internet, terutama melalui media sosial dan aplikasi pesan instan yang memungkinkan komunikasi anonim (Gür & Türel, 2022; Gözümlü & Kandir, 2021). Selain itu, studi EU Kids Online menunjukkan bahwa sekitar satu dari lima anak pengguna internet pernah mengalami risiko seksual di ruang digital, seperti menerima pesan seksual yang tidak diinginkan atau menjadi sasaran pendekatan predator daring (Rega et al., 2023; Engkizar et al., 2026). Temuan tersebut menunjukkan bahwa ruang digital telah menjadi lingkungan yang memerlukan perlindungan yang lebih komprehensif melalui penguatan literasi digital dan pendampingan orang tua.

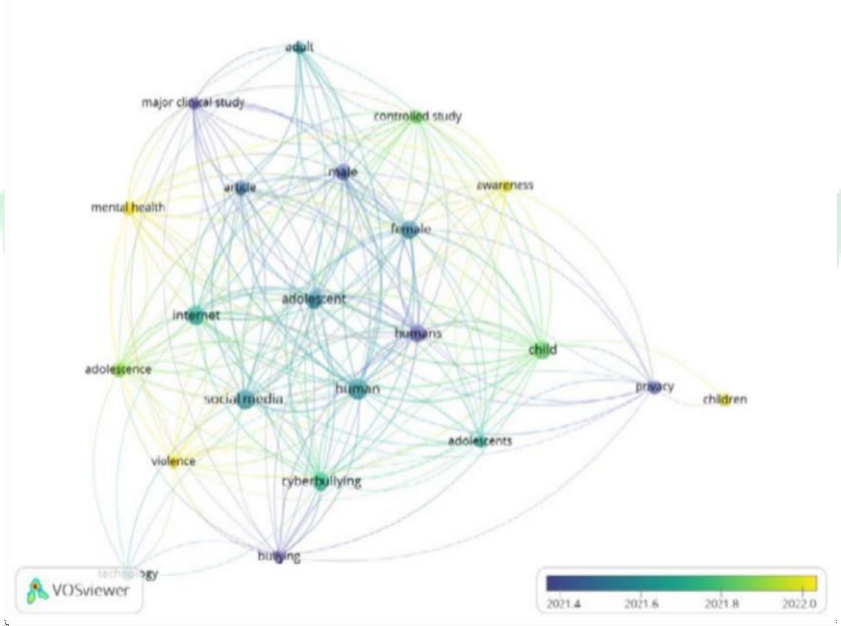
Berbagai regulasi telah dikembangkan untuk melindungi anak dari kejahatan digital, Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak yang kemudian diperbarui melalui Undang-Undang Nomor 35 Tahun 2014, serta Undang-Undang Informasi dan Transaksi Elektronik (UU ITE) (Scott, 2022; Tao et al., 2022; Nichols & Selim, 2022). Meskipun regulasi tersebut telah memberikan landasan normatif dalam melindungi anak di ruang digital, perlindungan hukum saja belum cukup untuk menghadapi kompleksitas risiko yang terus berkembang. Efektivitas perlindungan anak sangat bergantung pada peran keluarga sebagai lingkungan sosial pertama yang membentuk perilaku digital anak, serta didukung oleh kolaborasi antara orang tua, pendidik, dan masyarakat dalam menciptakan lingkungan digital yang aman melalui pengawasan, pembentukan karakter, etika, dan tanggung jawab dalam penggunaan teknologi digital (Mahmudi & Aimah, 2026) .

Dalam konteks ini, literasi digital orang tua menjadi faktor penting karena tidak hanya mencakup kemampuan menggunakan teknologi, tetapi juga memahami risiko digital, melakukan pendampingan, membangun komunikasi, serta menanamkan etika bermedia sosial kepada anak (Stoilova et al., 2024; Engkizar et al., 2023). Peran tersebut sejalan dengan Digital Parenting Theory yang menekankan bahwa orang tua perlu mengembangkan strategi pengasuhan yang adaptif terhadap perkembangan teknologi digital guna membimbing anak dalam menggunakan internet secara aman dan bertanggung jawab. Parental Mediation Theory menjelaskan bahwa keterlibatan orang tua dalam aktivitas digital anak dapat dilakukan melalui berbagai bentuk mediasi, seperti active mediation (diskusi dan edukasi), restrictive mediation (pembatasan penggunaan), serta co-use mediation (penggunaan media bersama), dan Digital Literacy Framework menekankan pentingnya kemampuan kognitif, teknis, serta etis dalam memahami dan memanfaatkan teknologi digital secara aman yang menempatkan orang tua sebagai fasilitator dan mediator dalam membangun ketahanan digital anak (Du et al., 2021; Law, Woo, de la Torre, et al., 2018; Livingstone & Blum-Ross, 2020; Ng, 2012; Nichols & Selim, 2022).

Untuk memperkuat analisis kesenjangan penelitian, dilakukan analisis bibliometrik menggunakan perangkat lunak VOSviewer

terhadap 184 artikel yang terindeks dalam basis data Scopus pada periode 2019–2024. Hasil analisis menunjukkan adanya 187 hubungan kata kunci dengan nilai total link strength sebesar 684 yang membentuk tiga kluster utama penelitian, yaitu (1) media sosial dan risiko digital, (2) kesadaran digital dan kesehatan mental, serta (3) perlindungan anak dan privasi. Namun demikian, analisis tersebut juga menunjukkan bahwa istilah yang berkaitan langsung dengan pengasuhan digital seperti digital parenting dan parental mediation memiliki frekuensi kemunculan yang relatif rendah. Temuan ini mengindikasikan bahwa penelitian yang secara khusus mengkaji strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial masih sangat terbatas, seperti terlihat pada **Gambar 1**. berikut:

Gambar 1: Peta Jaringan Ko-Occurrence Kata Kunci pada



**Penelitian Literasi Digital dan Perlindungan Anak
(n = 184 artikel).**

Berbagai penelitian sebelumnya telah membahas literasi digital, digital parenting, parental mediation, serta perlindungan anak di ruang digital dari berbagai perspektif. Sebagian penelitian berfokus pada peningkatan kompetensi digital orang tua, sementara penelitian

lainnya mengkaji risiko eksploitasi seksual anak di media sosial atau efektivitas bentuk-bentuk mediasi orang tua dalam penggunaan internet. Meskipun demikian, kajian-kajian tersebut masih bersifat parsial karena umumnya hanya menyoroti salah satu aspek secara terpisah. Akibatnya, hingga saat ini belum tersedia sintesis ilmiah yang mampu menunjukkan strategi literasi digital yang paling dominan beserta faktor-faktor yang menentukan keberhasilan implementasinya sebagai dasar pengembangan praktik perlindungan anak di ruang digital.

Selain itu, sebagian besar penelitian masih menggunakan pendekatan survei atau studi kasus pada konteks tertentu sehingga belum menghasilkan sintesis komprehensif mengenai strategi yang paling banyak digunakan dan kondisi yang memengaruhi efektivitasnya. Kesenjangan tersebut menunjukkan perlunya penelitian berbasis *Systematic Literature Review* untuk menyusun sintesis ilmiah mengenai strategi literasi digital orang tua beserta faktor keberhasilan dan hambatan implementasinya sebagai dasar pengembangan praktik perlindungan anak di ruang digital.

Dengan demikian, kebaruan penelitian ini terletak pada penyusunan sintesis komprehensif mengenai strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial melalui pendekatan *Systematic Literature Review* terhadap 48 artikel ilmiah. Berbeda dengan penelitian sebelumnya yang umumnya membahas literasi digital, *digital parenting*, *parental mediation*, atau eksploitasi seksual anak secara parsial, penelitian ini mengintegrasikan berbagai temuan empiris untuk memberikan pemahaman yang lebih komprehensif mengenai strategi literasi digital orang tua serta faktor-faktor yang mendukung dan menghambat implementasinya sebagai dasar penguatan praktik *digital parenting* dan perlindungan anak di ruang digital. Selain itu, penelitian ini menghasilkan *Framework Strategi Literasi Digital Orang Tua* yang mengintegrasikan enam strategi utama dan faktor-faktor implementasi ke dalam suatu model konseptual sebagai dasar pengembangan praktik *digital parenting* dan kebijakan perlindungan anak di media sosial.

Berdasarkan kesenjangan tersebut, penelitian ini bertujuan

mengidentifikasi strategi-strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial serta menganalisis faktor-faktor yang mendukung dan menghambat implementasinya. Untuk mencapai tujuan tersebut, penelitian ini dirumuskan ke dalam dua pertanyaan penelitian sebagai berikut:

RQ 1: Strategi literasi digital apa saja yang telah diidentifikasi dalam literatur ilmiah (2019–2024) sebagai upaya orang tua dalam mencegah eksploitasi seksual anak di media sosial?

RQ 2: Faktor-faktor apa yang mempengaruhi keberhasilan atau hambatan implementasi strategi literasi digital orang tua?

Metode

Penelitian ini menggunakan metode Systematic Literature Review (SLR) yang mengacu pada pedoman Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 (Page et al., 2021). Metode SLR dipilih karena memungkinkan proses identifikasi, seleksi, evaluasi, dan sintesis literatur dilakukan secara sistematis sehingga menghasilkan pemahaman yang komprehensif terhadap suatu topik penelitian (Snyder, 2019; Xiao & Watson, 2019). Sebelum proses penelusuran literatur dilakukan, protokol penelitian disusun berdasarkan pedoman PRISMA 2020 dan digunakan sebagai acuan selama proses review (Page et al., 2021; Engkizar et al., 2026; Engkizar et al., 2025). Data yang diperoleh selanjutnya dianalisis menggunakan pendekatan analisis tematik (*thematic synthesis*) melalui proses pengkodean, pengelompokan kategori, dan sintesis tema untuk menjawab kedua pertanyaan penelitian.

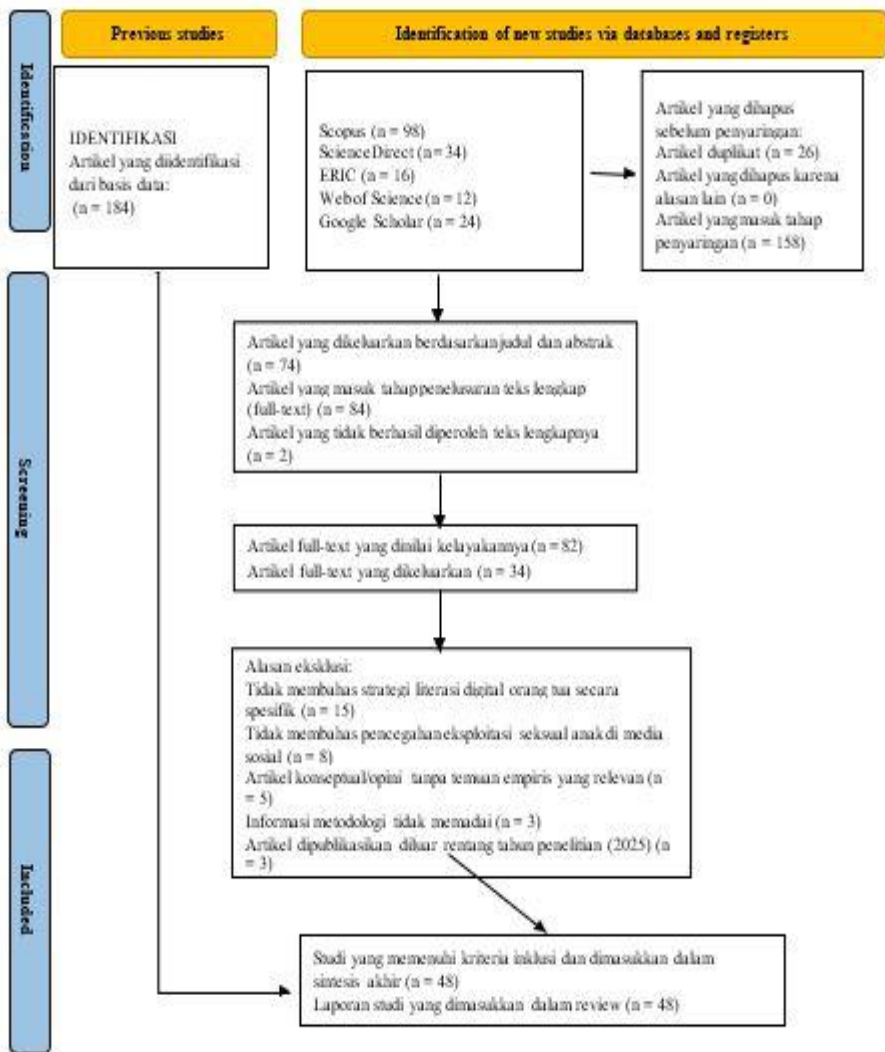
Sumber data utama penelitian berupa 48 artikel ilmiah yang memenuhi kriteria inklusi dan diperoleh melalui basis data Scopus, ScienceDirect, ERIC, Web of Science, dan Google Scholar dengan rentang publikasi tahun 2019-2024. Kelima basis data tersebut dipilih karena memiliki cakupan publikasi yang luas dan bereputasi pada bidang pendidikan, teknologi, serta perlindungan anak. Artikel dipilih berdasarkan kriteria inklusi, yaitu: (1) membahas literasi digital orang tua, *digital parenting*, *parental mediation*, atau perlindungan anak di ruang digital; (2) berkaitan dengan pencegahan eksploitasi seksual anak di media sosial; (3) merupakan artikel penelitian (*research article*) yang tersedia dalam bentuk *full-text*; serta (4) ditulis dalam

bahasa Inggris atau bahasa Indonesia. Artikel berupa editorial, *conference abstract*, *book review*, maupun artikel yang tidak relevan dengan fokus penelitian dikeluarkan dari proses seleksi. Data sekunder berasal dari laporan resmi UNICEF untuk memperkuat konteks fenomena eksploitasi seksual anak di ruang digital.

Instrumen penelitian yang digunakan berupa lembar ekstraksi data (*data extraction form*) dan pedoman seleksi artikel berdasarkan kriteria inklusi dan eksklusi. Lembar ekstraksi data disusun berdasarkan tujuan penelitian dan dua research question sehingga seluruh informasi yang dikumpulkan relevan dengan proses sintesis tematik. Informasi yang diekstraksi meliputi identitas artikel, penulis, tahun publikasi, tujuan penelitian, metode

penelitian, karakteristik penelitian, serta temuan utama yang berkaitan dengan strategi literasi digital orang tua dan faktor-faktor yang memengaruhi implementasinya (Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2023, 2025).

Pengumpulan data dilakukan melalui teknik analisis dokumen (document analysis) terhadap artikel ilmiah yang memenuhi kriteria inklusi. Strategi penelusuran literatur disusun berdasarkan tujuan penelitian dengan menggunakan kombinasi kata kunci dan operator Boolean (AND dan OR) sesuai pedoman penyusunan pencarian literatur sistematis (Page et al., 2021; Snyder, 2019; Xiao & Watson, 2019). Kata kunci yang digunakan adalah: ("digital literacy" OR "digital parenting" OR "parental mediation") AND ("child sexual exploitation" OR "online grooming" OR "digital safety") AND ("social media" OR "Facebook" OR "Instagram" OR "TikTok" OR "online platform") AND ("parent" OR "caregiver" OR "family"). Seluruh proses identifikasi, penyaringan (*screening*), penilaian kelayakan (*eligibility*), dan inklusi artikel dilakukan mengikuti pedoman PRISMA 2020 guna menjamin transparansi, konsistensi, dan replikasi penelitian.



Gambar 2. PRISMA 2020 Flow Diagram

Berdasarkan proses identifikasi literatur diperoleh sebanyak 184 artikel dari lima basis. Setelah penghapusan 26 artikel duplikat, diperoleh 158 artikel untuk tahap penyaringan judul dan abstrak. Sebanyak 74 artikel dikeluarkan karena tidak sesuai dengan fokus penelitian sehingga tersisa 84 artikel untuk penelusuran teks lengkap (*full-text*). Dari jumlah tersebut, dua artikel tidak berhasil diperoleh dalam bentuk *full-text*, sehingga 82 artikel dinilai berdasarkan kriteria

inklusi dan eksklusi. Pada tahap *eligibility*, sebanyak 34 artikel dikeluarkan, yang terdiri atas 15 artikel tidak membahas strategi literasi digital orang tua secara spesifik, 8 artikel tidak berfokus pada pencegahan eksploitasi seksual anak di media sosial, 5 artikel merupakan artikel konseptual tanpa temuan empiris, 3 artikel memiliki informasi metodologi yang tidak memadai, serta 3 artikel dipublikasikan di luar rentang tahun penelitian (2025). Dengan demikian, sebanyak 48 artikel memenuhi seluruh kriteria inklusi dan digunakan sebagai sumber data dalam sintesis akhir.

Untuk menjaga kualitas sintesis, setiap artikel dievaluasi berdasarkan kesesuaian dengan tujuan penelitian, relevansi terhadap *research question*, kejelasan metode penelitian, serta kelengkapan temuan empiris. Artikel yang tidak memenuhi kriteria tersebut tidak disertakan dalam sintesis akhir.

Data dianalisis menggunakan pendekatan analisis tematik (*thematic synthesis*) yang meliputi empat tahap, yaitu (1) *open coding* terhadap temuan setiap artikel, (2) pengelompokan kode ke dalam kategori yang memiliki makna serupa, (3) pembentukan tema berdasarkan pola yang muncul antarartikel, dan (4) sintesis lintas studi untuk menghasilkan tema-tema utama yang menjawab RQ1 dan RQ2. Hasil sintesis selanjutnya digunakan untuk menyusun Framework Strategi Literasi Digital Orang Tua sebagai model konseptual penelitian.

Untuk meningkatkan kredibilitas penelitian, proses ekstraksi data dan sintesis dilakukan secara sistematis dengan melakukan pengecekan ulang terhadap hasil seleksi artikel, kesesuaian data yang diekstraksi, serta konsistensi interpretasi antarhasil sintesis sehingga diperoleh temuan yang dapat dipertanggungjawabkan.

Hasil dan Pembahasan

a. Strategi Literasi Digital Orang Tua dalam Mencegah Eksploitasi Seksual Anak di Media Sosial

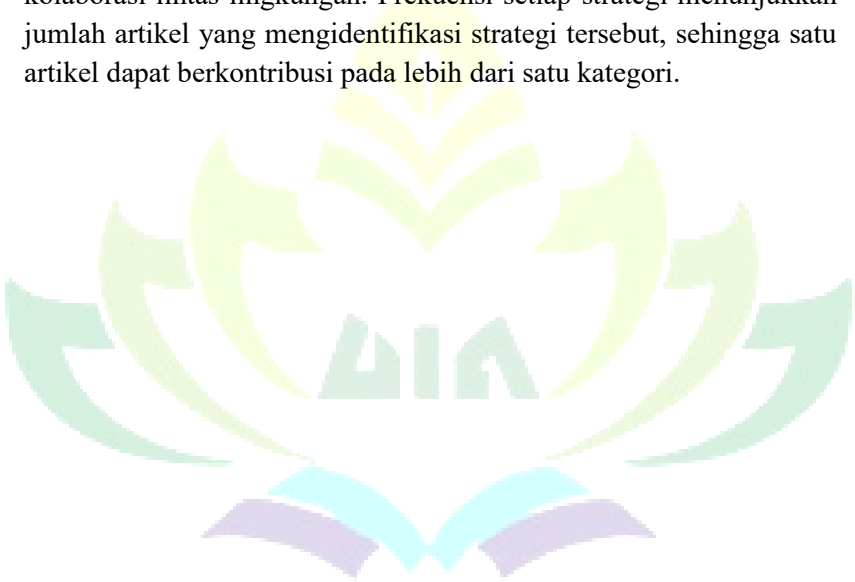
Hasil

Untuk menjawab pertanyaan penelitian pertama (RQ1), dilakukan sintesis tematik terhadap 48 artikel yang memenuhi kriteria

inklusi. Hasil analisis menunjukkan bahwa terdapat enam strategi utama yang merepresentasikan strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial. Keenam tema tersebut meliputi;

(i) *Edukasi Literasi Digital*, (ii) *Mediasi Aktif Orang Tua*, (iii) *Mediasi Restriktif*, (iv) *Pemantauan dan Pengawasan Digital*, (v) *Perlindungan Teknis dan Kontrol Orang Tua*,

(vi) *Pengasuhan Digital Kolaboratif*. Keenam strategi tersebut menunjukkan bahwa perlindungan anak di ruang digital memerlukan pendekatan yang komprehensif melalui peningkatan kompetensi digital, komunikasi, pengawasan, pemanfaatan teknologi, dan kolaborasi lintas lingkungan. Frekuensi setiap strategi menunjukkan jumlah artikel yang mengidentifikasi strategi tersebut, sehingga satu artikel dapat berkontribusi pada lebih dari satu kategori.



Tabel 1. Strategi Literasi Digital Orang Tua dalam Mencegah Eksploitasi Seksual Anak di Media Sosial.

Findings	Frequency (out of 48 studies)	Persentase (%)	Description	Representative Sources
Edukasi Literasi Digital	47	97,9%	Peningkatan pengetahuan dan kompetensi digital orang tua serta anak melalui edukasi mengenai keamanan digital, privasi, etika bermedia sosial, berpikir kritis, dan pengenalan risiko eksploitasi seksual di media sosial.	Agha et al. (2023); Lou et al. (2024); Nichols & Selim (2022); Fidan & Ohur (2023); Rahayu & Haningsih (2021).
Mediasi Aktif Orang Tua	47	97,9%	Pendampingan melalui komunikasi terbuka, diskusi, pemberian arahan, dan edukasi selama anak menggunakan media sosial untuk meningkatkan kesadaran terhadap risiko digital.	Chen et al. (2023); Dedkova & Mylek (2023); Liu et al. (2023); Scott (2022); Ren & Zhu (2022).
Mediasi Restriktif	35	72,9%	Penetapan aturan penggunaan media sosial melalui pembatasan durasi penggunaan, akses aplikasi, dan jenis konten sesuai usia anak.	Li et al. (2022); Gözüm & Kandır (2021); Agha et al. (2021); Nichols & Selim (2022).
Pemantauan dan Pengawasan Digital	33	68,8%	Pengawasan aktivitas digital anak melalui pemantauan penggunaan media sosial, interaksi daring, serta evaluasi perilaku digital secara berkala.	Coyne et al. (2023); Rudnova et al. (2023); Lou et al. (2024); Wang et al. (2021).
Perlindungan Teknis dan Kontrol Orang Tua	13	27,1%	Pemanfaatan <i>parental control</i> , penyaringan konten, pengaturan privasi, serta fitur keamanan digital lainnya sebagai perlindungan tambahan.	Wang et al. (2021); Stoilova et al. (2023); Banić & Orehovački (2024); Du et al. (2021).
Pengasuhan Digital Kolaboratif	38	79,2%	Kolaborasi antara orang tua, sekolah, masyarakat, dan penyedia platform digital dalam menciptakan lingkungan digital yang aman bagi anak.	Chemnad et al. (2023); Scott (2022); Nichols & Selim (2022); Rega et al. (2023).

Satu artikel dapat diidentifikasi ke dalam lebih dari satu tema sehingga jumlah frekuensi maupun persentase tidak sama dengan jumlah artikel yang dianalisis.

Edukasi literasi digital merupakan strategi yang paling dominan dan diidentifikasi pada 47 dari 48 artikel (97,9%). Temuan ini menunjukkan bahwa sebagian besar penelitian menempatkan peningkatan kompetensi digital sebagai dasar dalam melindungi anak dari risiko eksploitasi seksual di media sosial. Strategi ini mencakup edukasi mengenai keamanan digital, perlindungan privasi, etika bermedia sosial, pengenalan risiko seperti *online grooming* dan *sextortion*, serta pengembangan kemampuan berpikir kritis dan *digital resilience* (Agha et al., 2023; Ahn, 2022; Fidan & Olur, 2023; Jeffery, 2021; Lou et al., 2024; Nichols & Selim, 2022; Rahayu & Haningsih, 2021). Hasil sintesis menunjukkan bahwa literasi digital perlu dikembangkan pada orang tua dan anak secara bersamaan. Orang tua yang memiliki kompetensi digital yang baik lebih mampu memberikan pendampingan, menjelaskan risiko penggunaan media sosial, serta membimbing anak menggunakan teknologi secara aman dan bertanggung jawab. Dengan demikian, edukasi literasi digital menjadi fondasi bagi penerapan strategi perlindungan lainnya dalam mencegah eksploitasi seksual anak di media sosial.

Mediasi aktif orang tua juga merupakan strategi yang paling banyak diidentifikasi, muncul pada 47 dari 48 artikel (97,9%). Strategi ini diwujudkan melalui komunikasi terbuka, diskusi, pendampingan, dan pemberian arahan selama anak menggunakan media sosial. Hasil sintesis menunjukkan bahwa komunikasi yang bersifat edukatif meningkatkan pemahaman anak terhadap risiko digital, memperkuat hubungan orang tua-anak, serta mendorong keterbukaan anak dalam menyampaikan pengalaman yang berpotensi membahayakan (Beyens et al., 2022; Chen et al., 2023; Dedkova & Mylek, 2023; Dong et al., 2022; Jensen et al., 2021; Ren & Zhu, 2022; Scott, 2022). Selain meningkatkan kesadaran terhadap risiko digital, mediasi aktif membantu orang tua membimbing anak dalam mengenali interaksi yang tidak aman, mengambil keputusan yang tepat, serta membangun perilaku bermedia sosial yang bertanggung jawab. Oleh karena itu,

mediasi aktif menjadi strategi utama yang memperkuat efektivitas edukasi literasi digital dalam upaya mencegah eksploitasi seksual anak di media sosial.

Mediasi restriktif diidentifikasi pada 35 dari 48 artikel (72,9%) sebagai strategi preventif melalui penerapan aturan penggunaan media sosial. Strategi ini diwujudkan dalam bentuk pembatasan durasi penggunaan perangkat, pengaturan akses terhadap aplikasi dan konten sesuai usia anak, serta pembatasan interaksi dengan pengguna yang tidak dikenal (Agha et al., 2021; Eichen et al., 2021; Garmendia et al., 2022; Gözüml & Kandır, 2021; Li et al., 2022; Nichols & Selim, 2022). Hasil sintesis menunjukkan bahwa

pembatasan penggunaan media sosial membantu mengurangi paparan anak terhadap konten maupun interaksi yang berpotensi membahayakan. Namun, efektivitas strategi ini bergantung pada penerapan yang disertai komunikasi dan edukasi sehingga anak memahami tujuan pembatasan yang diberikan. Dengan demikian, mediasi restriktif berperan sebagai strategi pendukung yang memperkuat upaya perlindungan anak melalui pengendalian penggunaan media sosial secara proporsional.

Pemantauan dan pengawasan digital ditemukan pada 33 dari 48 artikel (68,8%) sebagai strategi untuk mengidentifikasi potensi risiko eksploitasi seksual anak di media sosial sejak dini. Strategi ini dilakukan melalui pemantauan aktivitas media sosial, riwayat penggunaan internet, daftar pertemanan, pola komunikasi, serta perubahan perilaku digital anak (Cascio, 2021; Entenberg et al., 2023; Feijoo & Sádaba, 2022; Lou et al., 2024; Rudnova et al., 2023; Wang et al., 2021). Temuan menunjukkan bahwa pengawasan yang dilakukan secara konsisten membantu orang tua mengenali indikasi risiko dan memberikan respons lebih cepat terhadap aktivitas digital yang membahayakan. Pengawasan yang dipadukan dengan komunikasi terbuka juga meningkatkan kepercayaan anak sehingga lebih bersedia menyampaikan pengalaman negatif yang dialaminya. Oleh karena itu, strategi ini berfungsi sebagai bentuk pendampingan yang memperkuat keamanan anak di ruang digital.

Perlindungan teknis dan kontrol orang tua diidentifikasi pada 13 dari 48 artikel (27,1%) , menjadikannya strategi dengan frekuensi

terendah dalam penelitian ini. Strategi ini mencakup penggunaan *parental control*, penyaringan konten (*content filtering*), pengaturan privasi (*privacy settings*), pembatasan aplikasi, serta fitur keamanan digital lainnya yang membantu mengurangi paparan anak terhadap risiko di media sosial (Banić & Orehovački, 2024; Du et al., 2021; Garmendia et al., 2022; Marshall et al., 2024; Stoilova et al., 2024; Wang et al., 2021). Meskipun memberikan perlindungan tambahan, hasil sintesis menunjukkan bahwa fitur teknis belum mampu menggantikan peran orang tua dalam memberikan edukasi, komunikasi, dan pendampingan. Oleh karena itu, perlindungan teknis lebih efektif apabila diterapkan sebagai pelengkap strategi literasi digital sehingga mampu memperkuat sistem perlindungan anak secara menyeluruh.

Pengasuhan digital kolaboratif ditemukan pada 38 dari 48(79,2%) artikel sebagai strategi yang menekankan kerja sama antara orang tua, sekolah, masyarakat, dan penyedia platform digital dalam melindungi anak dari risiko eksploitasi seksual di media sosial. Bentuk kolaborasi tersebut meliputi penyelenggaraan program literasi digital, penguatan komunikasi antara keluarga dan sekolah, edukasi masyarakat, serta penyediaan fitur keamanan digital oleh platform (Chemnad et al., 2023; Halpern et al., 2021; Harms et al., 2022; Lafton et al., 2023; Nichols & Selim, 2022; Rega et al., 2023; Scott, 2022). Hasil sintesis menunjukkan bahwa perlindungan anak menjadi lebih efektif ketika tanggung jawab tidak hanya dibebankan kepada keluarga, tetapi didukung oleh berbagai pihak dalam membangun lingkungan digital yang aman. Kolaborasi tersebut memperkuat implementasi strategi literasi digital melalui sinergi antara edukasi, pendampingan, pengawasan, dan dukungan kebijakan sehingga mampu meningkatkan ketahanan digital anak.

Sintesis terhadap 48 artikel menunjukkan bahwa strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial bersifat komprehensif dan saling melengkapi. Edukasi literasi digital dan mediasi aktif orang tua merupakan strategi yang paling dominan, masing-masing diidentifikasi pada 47 artikel, sehingga menjadi fondasi dalam meningkatkan kompetensi digital serta membangun komunikasi yang aman antara orang tua dan anak. Strategi tersebut diperkuat oleh pengasuhan digital kolaboratif yang ditemukan

pada 38 artikel, mediasi restriktif pada 35 artikel, serta pemantauan dan pengawasan digital pada 33 artikel. Sementara itu, perlindungan teknis dan kontrol orang tua muncul pada 13 artikel sebagai strategi pendukung melalui pemanfaatan fitur keamanan digital. Secara keseluruhan, hasil penelitian menunjukkan bahwa pencegahan eksploitasi seksual anak di media sosial tidak dapat dicapai melalui satu strategi saja. Perlindungan yang efektif memerlukan integrasi antara peningkatan literasi digital, komunikasi yang terbuka, pengaturan penggunaan media sosial, pengawasan yang proporsional, pemanfaatan teknologi keamanan, serta kolaborasi antara keluarga, sekolah, masyarakat, dan penyedia platform digital. Temuan ini menegaskan bahwa strategi literasi digital orang tua merupakan suatu sistem perlindungan yang berorientasi pada penguatan ketahanan digital anak (*digital resilience*) dalam menghadapi berbagai risiko di ruang digital.

Pembahasan

Hasil sintesis menunjukkan bahwa strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial merupakan kombinasi antara peningkatan kompetensi digital, komunikasi, pengawasan, pemanfaatan teknologi keamanan, dan kolaborasi lintas lingkungan. Dominannya edukasi literasi digital (97,9%) dan mediasi aktif orang tua (97,9%) menunjukkan bahwa peran orang tua telah berkembang dari sekadar mengawasi menjadi pendidik, fasilitator, dan pelindung dalam membangun perilaku digital anak yang aman. Temuan ini sejalan dengan Digital Parenting Theory yang menempatkan orang tua sebagai aktor utama dalam mendampingi dan melindungi anak di lingkungan digital (Livingstone & Blum-Ross, 2020), serta didukung oleh hasil sintesis yang menekankan pentingnya kompetensi digital orang tua dalam meningkatkan efektivitas perlindungan anak (Agha et al., 2023; Fidan & Olur, 2023; Lou et al., 2024; Melianti et al., 2023; Nichols & Selim, 2022).

Tingginya frekuensi mediasi aktif (97,9%), mediasi restriktif (72,9%), dan pemantauan serta pengawasan digital (68,8%) menunjukkan bahwa perlindungan anak dilakukan melalui komunikasi, pembatasan penggunaan media, dan pengawasan aktivitas digital secara terpadu. Temuan ini mendukung Parental Mediation Theory yang menjelaskan bahwa berbagai bentuk mediasi saling melengkapi dalam

mengurangi risiko penggunaan media digital (Valkenburg et al., 1999; Anidar et al., 2026; Engkizar et al., 2025). Komunikasi yang terbuka meningkatkan kesadaran anak terhadap risiko digital, sedangkan pembatasan dan pengawasan membantu meminimalkan potensi eksploitasi seksual di media sosial (Chen et al., 2023; Dedkova & Mýlek, 2023; Li et al., 2022; Rudnova et al., 2023).

Temuan penelitian juga selaras dengan Digital Literacy Framework, yang memandang literasi digital sebagai integrasi pengetahuan, keterampilan, dan sikap dalam memanfaatkan teknologi secara aman (Law et al., 2018). Rendahnya frekuensi perlindungan teknis dan kontrol orang tua (27,1%) menunjukkan

bahwa fitur keamanan digital lebih berperan sebagai strategi pendukung dibandingkan strategi utama. Oleh karena itu, fitur-fitur perlu diintegrasikan dengan edukasi, komunikasi, dan pendampingan yang dilakukan oleh orang tua (Banić & Orehovački, 2024; Stoilova et al., 2024; Wang et al., 2021).

Secara keseluruhan, penelitian ini menunjukkan bahwa strategi literasi digital orang tua merupakan sistem perlindungan yang mengintegrasikan edukasi literasi digital, mediasi aktif, mediasi restriktif, pengawasan digital, perlindungan teknis, dan pengasuhan digital kolaboratif untuk memperkuat ketahanan digital (*digital resilience*) anak. Sintesis ini menghasilkan Framework Strategi Literasi Digital Orang Tua sebagai model konseptual yang menegaskan pentingnya keterlibatan aktif orang tua, dukungan teknologi, serta kolaborasi antara keluarga, sekolah, masyarakat, dan penyedia platform digital dalam mencegah eksploitasi seksual anak di media sosial. Temuan ini menunjukkan bahwa strategi literasi digital orang tua bersifat saling melengkapi sehingga tidak terdapat satu strategi yang mampu memberikan perlindungan optimal apabila diterapkan secara terpisah.

b. Faktor yang Mempengaruhi Keberhasilan dan Hambatan Implementasi Strategi Literasi Digital Orang Tua
Hasil

Untuk menjawab pertanyaan penelitian kedua (RQ2), dilakukan sintesis terhadap 48 artikel untuk mengidentifikasi faktor-faktor yang memengaruhi keberhasilan dan hambatan implementasi strategi literasi digital orang tua dalam mencegah eksploitasi seksual anak di media sosial. Hasil analisis menghasilkan enam kategori, yaitu; (i) *kompetensi literasi digital orang tua*, (ii) *komunikasi dan hubungan orang tua–anak*, (iii) *dukungan sekolah dan lingkungan sosial*, (iv) *pemanfaatan teknologi keamanan*, (v) *hambatan kompetensi dan akses digital*, (vi) *hambatan regulasi dan platform digital*. Keenam kategori tersebut menunjukkan bahwa efektivitas implementasi strategi dipengaruhi oleh faktor individu, keluarga, lingkungan, teknologi, dan kebijakan yang saling berkaitan.



Tabel 2 Faktor Yang Mempengaruhi Keberhasilan Dan Hambatan Implementasi Strategi Literasi Digital Orang Tua

Findings	Frequency (out of 48 studies)	Persentase (%)	Description	Representative Sources
Kompetensi Literasi Digital Orang Tua	46	95,8%	Pengetahuan dan keterampilan digital orang tua meningkatkan kemampuan dalam mendampingi, mengawasi, dan melindungi anak dari risiko eksploitasi seksual di media sosial.	Lou et al. (2024); Fidan & Ohur (2023); Nichols & Selim (2022); Rahayu & Haningsih (2021).
Komunikasi dan Hubungan Orang Tua-Anak	47	97,9%	Komunikasi yang terbuka memperkuat kepercayaan, keterbukaan, dan efektivitas mediasi aktif dalam menghadapi risiko digital.	Chen et al. (2023); Dedkova & Mylek (2023); Liu et al. (2023); Scott (2022).
Dukungan Sekolah dan Lingkungan Sosial	19	39,6%	Dukungan sekolah, komunitas, dan lingkungan sosial memperkuat implementasi strategi melalui edukasi dan pendampingan literasi digital.	Halpern et al. (2021); Scott (2022); Chemnad et al. (2023); Nichols & Selim (2022).
Pemanfaatan Teknologi Keamanan	33	68,8%	Pemanfaatan <i>parental control</i> , <i>privacy settings</i> , dan penyaringan konten membantu meningkatkan keamanan aktivitas digital anak.	Wang et al. (2021); Stoilova et al. (2023); Banić & Orehovački (2024); Du et al. (2021).
Hambatan Kompetensi dan Akses Digital	38	79,2%	Rendahnya literasi digital, keterbatasan akses teknologi, dan kurangnya pemahaman terhadap risiko digital menghambat implementasi strategi.	Lou et al. (2024); Rahayu & Haningsih (2021); Jeffery (2021); Rega et al. (2023).
Hambatan Regulasi dan Platform Digital	13	27,1%	Keterbatasan fitur keamanan, moderasi konten, verifikasi usia, dan kebijakan perlindungan anak pada platform digital menjadi hambatan eksternal.	Wang et al. (2021); Rudnova et al. (2023); Stoilova et al. (2023).

Satu artikel dapat diidentifikasi ke dalam lebih dari satu tema sehingga jumlah frekuensi maupun persentase tidak sama dengan jumlah artikel yang dianalisis.

Hasil sintesis menunjukkan bahwa kompetensi literasi digital orang tua merupakan faktor pendukung yang paling dominan dan diidentifikasi pada 46 dari 48 artikel (95,8%). Orang tua yang memiliki pengetahuan mengenai keamanan digital, privasi, dan karakteristik media sosial lebih mampu menerapkan edukasi, komunikasi, dan pengawasan secara efektif. Selain itu, komunikasi terbuka antara orang tua dan anak, yang ditemukan pada 47 artikel (97,9%), memperkuat implementasi mediasi aktif karena mendorong anak lebih terbuka dalam menyampaikan pengalaman digital yang berpotensi membahayakan (Chen et al.,

2023; Feijoo & Sádaba, 2022b; Li et al., 2022; Linder et al., 2022; Lou et al., 2024; Romera et al., 2021; Wright et al., 2021).

Faktor pendukung lainnya adalah kolaborasi antara keluarga, sekolah, masyarakat, dan penyedia platform digital, yang diidentifikasi pada 19 artikel (39,6%), serta pemanfaatan teknologi keamanan, yang ditemukan pada 33 artikel (68,8%). Berbagai penelitian menunjukkan bahwa program literasi digital, edukasi di lingkungan sekolah, serta dukungan komunitas membantu meningkatkan kapasitas orang tua dalam melindungi anak dari risiko eksploitasi seksual di media sosial. Kolaborasi tersebut memperkuat implementasi strategi melalui dukungan teknologi yang mendukung lingkungan digital yang lebih aman (Chemnad et al., 2023; Kucirkova & Flewitt, 2022; Nichols & Selim, 2022; Scott, 2022; Turgut & Kursun, 2020).

Hasil sintesis juga mengidentifikasi beberapa faktor yang menghambat implementasi strategi literasi digital orang tua. Hambatan utama adalah rendahnya kompetensi literasi digital orang tua, yang ditemukan pada 38 artikel (79,2%). Keterbatasan ini menyebabkan orang tua kurang mampu memahami risiko digital, mengenali bentuk eksploitasi seksual daring, maupun memanfaatkan fitur keamanan digital secara optimal sehingga efektivitas pendampingan dan pengawasan terhadap aktivitas digital anak menjadi (Feijoo & Sádaba,

2022; Lou et al., 2024; Mascheroni et al., 2022; Qin et al., 2023; Rahayu & Haningsih, 2021; Steinfeld, 2021; Wang & Ngai, 2021).

Selain itu, keterbatasan teknologi dan regulasi platform digital, yang diidentifikasi pada 13 artikel (17,1%), juga menjadi hambatan dalam perlindungan anak di ruang digital. Berbagai penelitian menunjukkan bahwa pemanfaatan fitur keamanan digital masih terbatas, sedangkan moderasi konten, verifikasi usia, dan kebijakan perlindungan anak pada beberapa platform belum berjalan secara optimal. Kondisi tersebut meningkatkan risiko paparan anak terhadap konten maupun interaksi yang berpotensi mengarah pada eksploitasi seksual di media sosial (Bhroin et al., 2022; Jeffery, 2021; Rudnova et al., 2023; Stoilova et al., 2024; Wang et al., 2021).

Sintesis terhadap 48 artikel menunjukkan bahwa keberhasilan implementasi strategi literasi digital orang tua dipengaruhi oleh kompetensi literasi digital (46 artikel), komunikasi orang tua-anak (47 artikel), kolaborasi lintas lingkungan (19 artikel), dan pemanfaatan teknologi keamanan (33 artikel) sebagai faktor pendukung utama. Sebaliknya, rendahnya kompetensi literasi digital (38 artikel) serta keterbatasan teknologi dan regulasi platform digital (13 artikel) merupakan hambatan utama dalam implementasi strategi. Temuan ini menunjukkan bahwa efektivitas strategi literasi digital tidak hanya ditentukan oleh kemampuan individu orang tua, tetapi juga memerlukan dukungan ekosistem digital yang mendukung perlindungan anak secara berkelanjutan.

Pembahasan

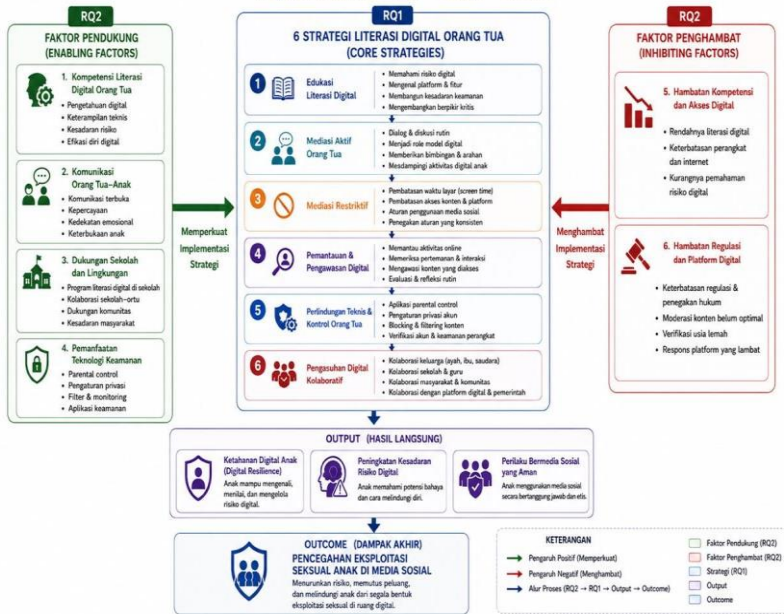
Hasil penelitian menunjukkan bahwa implementasi strategi literasi digital orang tua dipengaruhi oleh interaksi antara faktor individu, keluarga, dan lingkungan. Kompetensi literasi digital yang baik memungkinkan orang tua menerapkan edukasi, mediasi, dan pengawasan secara lebih efektif, sedangkan komunikasi yang terbuka memperkuat hubungan orang tua-anak dalam menghadapi risiko digital. Di sisi lain, keterbatasan literasi digital, rendahnya pemanfaatan teknologi keamanan, serta lemahnya dukungan regulasi

menunjukkan bahwa perlindungan anak di media sosial tidak dapat dibebankan kepada keluarga semata. Oleh karena itu, keberhasilan implementasi strategi literasi digital memerlukan penguatan kapasitas orang tua melalui pendidikan literasi digital yang berkelanjutan, didukung oleh kolaborasi antara keluarga, sekolah, masyarakat, pemerintah, dan penyedia platform digital. Pendekatan yang bersifat kolaboratif tersebut diharapkan mampu menciptakan ekosistem digital yang lebih aman sekaligus meningkatkan efektivitas pencegahan eksploitasi seksual anak di media sosial.

Framework Strategi Literasi Digital Orang Tua dalam Mencegah Eksploitasi Seksual Anak di Media Sosial

Berdasarkan sintesis terhadap 48 artikel, penelitian ini mengembangkan Framework Strategi Literasi Digital Orang Tua yang mengintegrasikan enam strategi utama (RQ1) dengan faktor-faktor yang memengaruhi implementasinya (RQ2). Framework ini menunjukkan bahwa implementasi strategi dipengaruhi oleh faktor pendukung, yaitu kompetensi literasi digital orang tua, komunikasi orang tua-anak, dukungan sekolah dan lingkungan sosial, serta pemanfaatan teknologi keamanan, serta dipengaruhi oleh faktor penghambat berupa rendahnya kompetensi dan akses digital serta keterbatasan regulasi dan platform digital. Interaksi antara faktor-faktor tersebut memengaruhi penerapan enam strategi literasi digital yang pada akhirnya memperkuat ketahanan digital (*digital resilience*) anak sebagai upaya pencegahan eksploitasi seksual di media sosial. Framework ini menunjukkan bahwa pencegahan eksploitasi seksual anak di media sosial tidak bergantung pada satu strategi, tetapi merupakan proses yang diawali oleh kompetensi dan komunikasi orang tua, diimplementasikan melalui enam strategi literasi digital, serta diperkuat oleh dukungan teknologi dan kolaborasi lintas sektor hingga menghasilkan ketahanan digital (*digital resilience*) pada anak.

FRAMEWORK STRATEGI LITERASI DIGITAL ORANG TUA DALAM MENCEGAH EKSPLOITASI SEKSUAL ANAK DI MEDIA SOSIAL Integrasi Temuan RQ2 → RQ1 → Output → Outcome



Gambar 2. Framework Strategi Literasi Digital Orang Tua dalam Mencegah Eksploitasi Seksual Anak di Media Sosial
(Berdasarkan Sintesis 48 Artikel: Integrasi Temuan RQ1 dan RQ2).

Gambar 3 : Framework Strategi Literasi Digital Orang Tua dalam Mencegah Eksploitasi Seksual Anak di Media Sosial

Framework ini menunjukkan bahwa kompetensi literasi digital dan komunikasi orang tua merupakan prasyarat utama sebelum strategi perlindungan diterapkan. Keenam strategi literasi digital kemudian diimplementasikan secara terpadu dan diperkuat oleh dukungan teknologi serta kolaborasi lintas sektor sehingga menghasilkan ketahanan digital anak yang bermuara pada pencegahan eksploitasi seksual di media sosial.

Kesimpulan

Penelitian ini menyimpulkan bahwa pencegahan eksploitasi seksual anak di media sosial memerlukan strategi literasi digital orang tua yang terintegrasi dan saling melengkapi. Berdasarkan sintesis terhadap 48 artikel, penelitian ini mengidentifikasi enam strategi utama, yaitu edukasi literasi digital, mediasi aktif orang tua, mediasi restriktif, pemantauan dan pengawasan digital, perlindungan teknis dan kontrol

orang tua, serta pengasuhan digital kolaboratif. Edukasi literasi digital dan mediasi aktif merupakan strategi yang paling dominan, sedangkan mediasi restriktif, pemantauan dan pengawasan digital, perlindungan teknis, serta pengasuhan digital kolaboratif saling melengkapi dalam membangun sistem perlindungan anak yang komprehensif di ruang digital.

Keberhasilan implementasi strategi dipengaruhi oleh kompetensi literasi digital orang tua, komunikasi orang tua–anak, dukungan sekolah dan lingkungan sosial, serta pemanfaatan teknologi keamanan. Sebaliknya, rendahnya literasi digital, keterbatasan akses teknologi, dan kelemahan regulasi platform digital menjadi hambatan utama. Sebagai kontribusi ilmiah, penelitian ini menghasilkan *Framework Strategi Literasi Digital Orang Tua* yang mengintegrasikan enam strategi utama dengan faktor-faktor yang memengaruhi implementasinya sebagai model konseptual untuk memperkuat ketahanan digital (*digital resilience*) anak serta mendukung pengembangan program *digital parenting* dan kebijakan perlindungan anak di ruang digital.

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Parental Digital Literacy Strategies Preventing Child Sexual Exploitation on Social Media

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Abstract

Child sexual exploitation in digital spaces encompasses online grooming, sextortion, child trafficking for pornography, and the production and distribution of sexual content involving minors. The rapid growth of internet and social media use among children and adolescents has intensified these risks. This study aims to systematically identify and analyze parental digital literacy strategies in preventing child sexual exploitation on social media, develop an applicable educational model, and examine supporting and inhibiting factors in its implementation. Employing a qualitative approach with a Systematic Literature Review (SLR) design, the research synthesizes relevant scholarly literature through identification, appraisal, and thematic integration. Findings reveal that digital predators exploit techniques such as grooming, emotional manipulation, and identity deception, which are difficult to detect without parental mediation. Parents with strong digital literacy act as facilitators and mediators in fostering children's digital resilience. Three clusters of strategies are identified: technical-operational measures, educational-communicative approaches, and contextual factors influencing implementation. The study underscores the importance of collaboration among families, schools, and communities to establish a comprehensive child protection system in digital environments.

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INTRODUCTION

The development of digital technology has significantly changed patterns of communication, social interaction, and child-rearing practices. The internet and social media have become an integral part of children's lives, serving not only as a means of entertainment but also as a space for learning, interacting, building a digital identity, accessing knowledge, enhancing creativity, and expanding social networks across regions and cultures (Agha et al., 2023; Sulik & Subak, 2021). However, behind these various benefits, the development of digital technology also presents various risks that have the potential to threaten children's safety and well-being, one of which is online child sexual exploitation (Wang et al., 2021).

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This form of exploitation includes online grooming, sextortion, child trafficking for pornographic purposes, as well as the production and distribution of child sexual exploitation material across various digital platforms. This phenomenon continues to increase along with the ever-widening penetration of the internet and the use of social media by children and adolescents in various countries (Sun et al., 2021; Rudnova et al., 2023; Lafron et al., 2022). A UNICEF report shows that more than one-third of internet users worldwide are children, making them a group that is highly vulnerable to various forms of digital crime (Fam et al., 2023; Du et al., 2021). In line with this, INTERPOL has reported a significant increase in cases of internet-based child sexual exploitation, particularly through social media and instant messaging applications that allow for anonymous communication (Gür & Türel, 2022; Gözümlü & Kandar, 2021). In addition, an EU Kids Online study shows that approximately one in five child internet users has experienced sexual risk in digital spaces, such as receiving unwanted sexual messages or becoming the target of online predator approaches (Rega et al., 2023; Engkizar et al., 2026). These findings indicate that digital spaces have become an environment that requires more comprehensive protection through strengthening digital literacy and parental guidance.

Various regulations have been developed to protect children from digital crime, including Law Number 23 of 2002 on Child Protection, which was later updated through Law Number 35 of 2014, as well as the Law on Information and Electronic Transactions (ITE Law) (Scott, 2022; Tao et al., 2022; Nichols & Selim, 2022). Although these regulations have provided a normative foundation for protecting children in digital spaces, legal protection alone is not sufficient to address the increasing complexity of risks. The effectiveness of child protection greatly depends on the role of the family as the first social environment that shapes children's digital behavior, supported by collaboration among parents, educators, and the community in creating a safe digital environment through supervision, character building, ethics, and responsibility in the use of digital technology (Mahmudi & Aismah, 2026).

In this context, parental digital literacy is an important factor because it encompasses not only the ability to use technology, but also understanding digital risks, providing guidance, building communication, and instilling social media ethics in children (Stoilova et al., 2024; Engkizar et al., 2023). This role is in line with Digital Parenting Theory, which emphasizes that parents need to develop parenting strategies that are adaptive to the development of digital technology in order to guide children in using the internet safely and responsibly. Parental Mediation Theory explains that parental involvement in children's digital activities can be carried out through various forms of mediation, such as active mediation (discussion and education), restrictive mediation (usage restrictions), and co-use mediation (joint media use), while the Digital Literacy Framework emphasizes the importance of cognitive, technical, and ethical abilities in understanding and utilizing digital technology safely, positioning parents as facilitators and mediators in building children's digital resilience (Du et al., 2021; Law et al., 2018; Livingstone & Blum-Ross, 2020; Ng, 2012; Nichols & Selim, 2022).

To strengthen the research gap analysis, a bibliometric analysis was conducted using VOSviewer software on 184 articles indexed in the Scopus database during the 2019–2024 period. The results of the analysis show that there are 187 keyword relationships with a total link strength value of 684, forming three main research clusters, namely (1) social media and digital risk, (2) digital awareness and mental health, and (3) child protection and privacy.

However, the analysis also shows that terms directly related to digital parenting, such as digital parenting and parental mediation, have a relatively low frequency of occurrence. These findings indicate that research specifically examining parental digital literacy strategies in preventing child sexual exploitation on social media is still very limited, as shown in Figure 1 below:

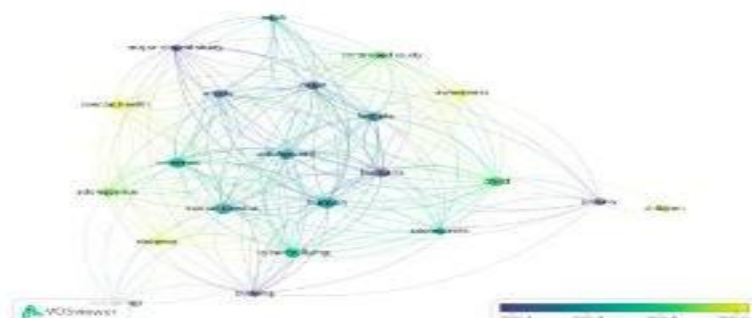


Fig 1. Keyword Co-Occurrence Network Map in Research on Digital Literacy and Child Protection (n = 184 articles)

Various previous studies have discussed digital literacy, digital parenting, parental mediation, and child protection in digital spaces from various perspectives. Some studies focus on improving parents' digital competence, while other studies examine the risks of child sexual exploitation on social media or the effectiveness of various forms of parental mediation in internet use. Nevertheless, these studies remain partial in nature because they generally highlight only one aspect in isolation. As a result, to date there is no available scientific synthesis capable of identifying the most dominant digital literacy strategies along with the factors that determine the success of their implementation as a basis for developing child protection practices in digital spaces.

Furthermore, most studies still use survey approaches or case studies within specific contexts, and thus have not yet produced a comprehensive synthesis regarding the most widely used strategies and the conditions that influence their effectiveness. This gap indicates the need for research based on a Systematic Literature Review to develop a scientific synthesis of parental digital literacy strategies along with the factors that support and hinder their implementation as a basis for developing child protection practices in digital spaces.

Thus, the novelty of this research lies in developing a comprehensive synthesis of parental digital literacy strategies in preventing child sexual exploitation on social media through a Systematic Literature Review approach applied to 48 scientific articles. Unlike previous studies, which generally discuss digital literacy, digital parenting, parental mediation, or child sexual exploitation in isolation, this research integrates various empirical findings to provide a more comprehensive understanding of parental digital literacy strategies as well as the factors that support and hinder their implementation as a basis for strengthening digital parenting practices and child protection in

digital spaces. In addition, this research produces a Parental Digital Literacy Strategy Framework that integrates six main strategies and implementation factors into a conceptual model as a basis for developing digital parenting practices and child protection policies on social media.

Based on this gap, this research aims to identify parental digital literacy strategies in preventing child sexual exploitation on social media and to analyze the factors that support and hinder their implementation. To achieve this aim, this research is formulated into two research questions as follows:

- RQ 1: What digital literacy strategies have been identified in the scientific literature (2019–2024) as efforts made by parents to prevent child sexual exploitation on social media?
- RQ 2: What factors influence the success or hindrance of the implementation of parental digital literacy strategies?

METHODS

This research uses the Systematic Literature Review (SLR) method, which refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines (Page et al., 2021). The SLR method was chosen because it enables the process of identifying, selecting, evaluating, and synthesizing literature to be carried out systematically, thereby producing a comprehensive understanding of a research topic (Snyder, 2019; Xiao & Watson, 2019). Prior to the literature search process, a research protocol was developed based on the PRISMA 2020 guidelines and used as a reference throughout the review process (Page et al., 2021; Engkizar et al., 2026; Engkizar et al., 2025). The data obtained were subsequently analyzed using a thematic synthesis approach through a process of coding, categorization, and theme synthesis to answer both research questions.

The main data source for this research consisted of 48 scientific articles that met the inclusion criteria, obtained from the Scopus, ScienceDirect, ERIC, Web of Science, and Google Scholar databases, with a publication range from 2019 to 2024. These five databases were selected because they have broad and reputable publication coverage in the fields of education, technology, and child protection. Articles were selected based on the following inclusion criteria: (1) discussing parental digital literacy, digital parenting, parental mediation, or child protection in digital spaces; (2) related to the prevention of child sexual exploitation on social media; (3) being research articles available in full-text form; and (4) written in English or Indonesian. Articles in the form of editorials, conference abstracts, book reviews, or articles not relevant to the research focus were excluded from the selection process. Secondary data were obtained from official UNICEF reports to strengthen the contextual understanding of the phenomenon of child sexual exploitation in digital spaces.

The research instruments used consisted of a data extraction form and article selection guidelines based on the inclusion and exclusion criteria. The data extraction form was developed based on the research objectives and the two research questions, so that all information collected would be relevant to the thematic synthesis process. The information extracted included article identity, author, year of publication, research objectives, research methods, research characteristics, and key findings related to parental digital literacy strategies and the factors influencing their implementation (Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2023, 2025).

Data collection was carried out through document analysis techniques applied to scientific articles meeting the inclusion criteria. The literature search

strategy was developed based on the research objectives, using a combination of keywords and Boolean operators (AND and OR) in accordance with guidelines for systematic literature search construction (Page et al., 2021; Snyder, 2019; Xiao & Watson, 2019). The keywords used were: ("digital literacy" OR "digital parenting" OR "parental mediation") AND ("child sexual exploitation" OR "online grooming" OR "digital safety") AND ("social media" OR "Facebook" OR "Instagram" OR "TikTok" OR "online platform") AND ("parent" OR "caregiver" OR "family"). The entire process of identification, screening, eligibility assessment, and inclusion of articles followed the PRISMA 2020 guidelines to ensure transparency, consistency, and replicability of the research.

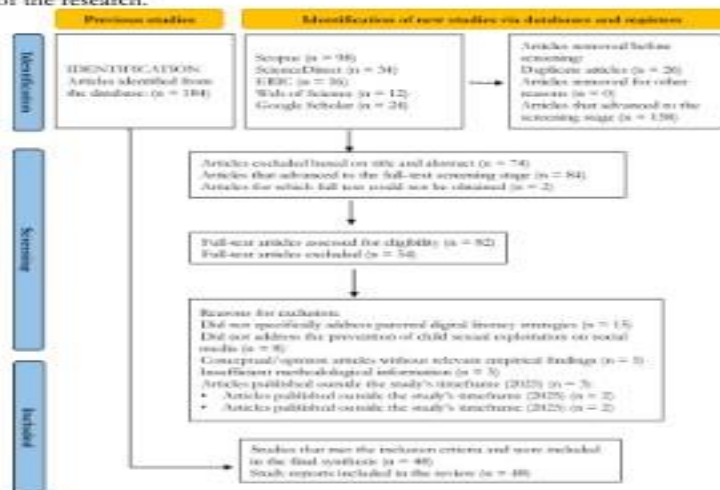


Fig 2. PRISMA 2020 Flow Diagram

Based on the literature identification process, 184 articles were obtained from the five databases. After the removal of 26 duplicate articles, 158 articles remained for the title and abstract screening stage. A total of 74 articles were excluded because they did not align with the research focus, leaving 84 articles for full-text retrieval. Of this number, two articles could not be obtained in full-text form, so 82 articles were assessed based on the inclusion and exclusion criteria. At the eligibility stage, 34 articles were excluded, consisting of 15 articles that did not specifically discuss parental digital literacy strategies, 8 articles that did not focus on the prevention of child sexual exploitation on social media, 5 articles that were conceptual papers without empirical findings, 3 articles with inadequate methodological information, and 3 articles published outside the study's publication range (2025). Thus, a total of 48 articles met all the inclusion criteria and were used as the data source in the final synthesis.

To maintain the quality of the synthesis, each article was evaluated based on its alignment with the research objectives, relevance to the research

questions, clarity of research methods, and completeness of empirical findings. Articles that did not meet these criteria were not included in the final synthesis.

The data were analyzed using a thematic synthesis approach comprising four stages: (1) open coding of the findings in each article, (2) grouping codes into categories with similar meanings, (3) forming themes based on patterns emerging across articles, and (4) cross-study synthesis to generate the main themes addressing RQ1 and RQ2. The results of the synthesis were subsequently used to develop the Parental Digital Literacy Strategy Framework as the study's conceptual model.

To enhance the credibility of the research, the data extraction and synthesis process was carried out systematically, with repeated checks on the article selection results, the accuracy of the extracted data, and the consistency of interpretation across synthesis results, thereby producing findings that could be reliably accounted for.

RESULT AND DISCUSSION

RQ 1. Parents' Digital Literacy Strategies for Preventing the Sexual Exploitation of Children on Social Media

To answer the first research question (RQ1), a thematic synthesis was conducted on 48 articles that met the inclusion criteria. The results of the analysis indicate that there are six main strategies representing parents' digital literacy strategies for preventing the sexual exploitation of children on social media. These six themes include: (i) Digital Literacy Education, (ii) Active Parental Mediation, (iii) Restrictive Mediation, (iv) Digital Monitoring and Supervision, (v) Technical Protection and Parental Controls, and (vi) Collaborative Digital Parenting. These six strategies indicate that protecting children in the digital space requires a comprehensive approach through the enhancement of digital competencies, communication, supervision, the use of technology, and cross-environmental collaboration. The frequency of each strategy reflects the number of articles identifying that strategy, meaning a single article may contribute to more than one category.

Table 1. Parental Digital Literacy Strategies for Preventing the Sexual Exploitation of Children on Social Media

Findings	Frequency (out of 48 studies)	Percentage (%)	Description	Representative Sources
Digital Literacy Education	47	97,9%	Improving parents' and children's digital knowledge and competence through education on digital safety, privacy, social media ethics, critical thinking, and awareness of sexual exploitation risks on social media.	Agha et al. (2023); Lou et al. (2024); Nichols & Selim (2022); Fidan & Olur (2023); Rahayu & Haningsih (2021).
Active Parental Mediation	47	97,9%	Guidance through open communication, discussion, direction-giving, and education while children use social media, aimed at increasing awareness of	Chen et al. (2023); Dedkova & Mylek (2023); Liu et al. (2023); Scott (2022); Ren & Zhu (2022).

			digital risks.	
Restrictive Mediation	35	72,9%	Establishing media usage rules through limits on duration of use, application access, and content type appropriate to the child's age.	Li et al. (2022); Gözümlü & Kandır (2021); Agha et al. (2021); Nichols & Selim (2022).
Digital Monitoring and Supervision	33	68,8%	Supervising children's digital activities through monitoring of social media use, online interactions, and periodic evaluation of digital behavior.	Coyne et al. (2023); Rudnova et al. (2023); Lou et al. (2024); Wang et al. (2021).
Technical Protection and Parental Controls	13	27,1%	Use of parental controls, content filtering, privacy settings, and other digital safety features as additional protection.	Wang et al. (2021); Stoilova et al. (2023); Banić & Orechovački (2024); Du et al. (2021).
Collaborative Digital Parenting	38	79,2%	Collaboration among parents, schools, communities, and digital platform providers in creating a safe digital environment for children.	Cherniadi et al. (2023); Scott (2022); Nichols & Selim (2022); Rega et al. (2023).

A single article may be classified under more than one theme, so the total frequency and percentage do not match the number of articles analyzed.

Digital literacy education is the most dominant strategy, identified in 47 of the 48 articles (97.9%). This finding indicates that most studies position the improvement of digital competence as a foundation for protecting children from the risk of sexual exploitation on social media. This strategy encompasses education on digital safety, privacy protection, social media ethics, awareness of risks such as online grooming and sextortion, as well as the development of critical thinking skills and digital resilience (Agha et al., 2023; Ahn, 2022; Fidan & Olur, 2023; Jeffery, 2021; Lou et al., 2024; Nichols & Selim, 2022; Rahayu & Haningsub, 2021). The synthesis results show that digital literacy needs to be developed in both parents and children simultaneously. Parents who possess strong digital competence are better able to provide guidance, explain the risks of social media use, and guide their children in using technology safely and responsibly. Thus, digital literacy education serves as the foundation for the implementation of other protective strategies in preventing child sexual exploitation on social media.

Active parental mediation is also among the most frequently identified strategies, appearing in 47 of the 48 articles (97.9%). This strategy is manifested through open communication, discussion, guidance, and the provision of direction while children use social media. The synthesis results show that educational communication increases children's understanding of digital risks, strengthens the parent and child relationship, and encourages children's openness in reporting potentially harmful experiences (Beyens et al., 2022; Chen et al., 2023; Dedkova & Mýlek, 2023; Dong et al., 2022; Jensen et al., 2021;

Ren & Zhu, 2022; Scott, 2022). In addition to raising awareness of digital risks, active mediation helps parents guide children in recognizing unsafe interactions, making appropriate decisions, and building responsible social media behavior. Therefore, active mediation serves as a key strategy that strengthens the effectiveness of digital literacy education in efforts to prevent child sexual exploitation on social media.

Restrictive mediation was identified in 35 of the 48 articles (72.9%) as a preventive strategy through the implementation of social media usage rules. This strategy is manifested in the form of limiting device usage duration, regulating access to applications and content according to the child's age, and restricting interactions with unknown users (Agha et al., 2021; Eichen et al., 2021; Garmendia et al., 2022; Gözümlü & Kandır, 2021; Li et al., 2022; Nichols & Selim, 2022). The synthesis results show that restricting social media use helps reduce children's exposure to potentially harmful content or interactions. However, the effectiveness of this strategy depends on its implementation being accompanied by communication and education, so that children understand the purpose of the restrictions imposed. Thus, restrictive mediation serves as a supporting strategy that strengthens child protection efforts through the proportional control of social media use.

Digital monitoring and supervision was found in 33 of the 48 articles (68.8%) as a strategy for identifying potential risks of child sexual exploitation on social media at an early stage. This strategy is carried out through monitoring social media activity, internet usage history, friend lists, communication patterns, and changes in children's digital behavior (Cascio, 2021; Entenberg et al., 2023; Feijoo & Sádaba, 2022; Lou et al., 2024; Rudnova et al., 2023; Wang et al., 2021). Findings show that consistent supervision helps parents recognize indications of risk and respond more quickly to harmful digital activity. Supervision combined with open communication also increases children's trust, making them more willing to share negative experiences they have encountered. Therefore, this strategy functions as a form of guidance that strengthens children's safety in digital spaces.

Technical protection and parental controls were identified in 13 of the 48 articles (27.1%), making this the strategy with the lowest frequency in this study. This strategy includes the use of parental controls, content filtering, privacy settings, application restrictions, and other digital safety features that help reduce children's exposure to risks on social media (Banić & Orebovački, 2024; Du et al., 2021; Garmendia et al., 2022; Marshall et al., 2024; Stoilova et al., 2024; Wang et al., 2021). Although providing additional protection, the synthesis results show that technical features have not yet been able to replace the role of parents in providing education, communication, and guidance. Therefore, technical protection is more effective when applied as a complement to digital literacy strategies, thereby strengthening the overall child protection system.

Collaborative digital parenting was found in 38 of the 48 articles (79.2%) as a strategy emphasizing cooperation among parents, schools, communities, and digital platform providers in protecting children from the risk of sexual exploitation on social media. Forms of this collaboration include the implementation of digital literacy programs, strengthening communication between families and schools, community education, and the provision of digital safety features by platforms (Chemnad et al., 2023; Halpern et al., 2021; Harms

et al., 2022; Lafton et al., 2023; Nichols & Selim, 2022; Rega et al., 2023; Scott, 2022). The synthesis results show that child protection becomes more effective when responsibility is not placed solely on the family, but is supported by various stakeholders working to build a safe digital environment. This collaboration strengthens the implementation of digital literacy strategies through synergy among education, guidance, supervision, and policy support, thereby enhancing children's digital resilience.

The synthesis of the 48 articles shows that parental digital literacy strategies for preventing child sexual exploitation on social media are comprehensive and complementary to one another. Digital literacy education and active parental mediation are the most dominant strategies, each identified in 47 articles, thereby forming the foundation for improving digital competence and building safe communication between parents and children. These strategies are reinforced by collaborative digital parenting, found in 38 articles, restrictive mediation in 35 articles, and digital monitoring and supervision in 33 articles. Meanwhile, technical protection and parental controls appeared in 13 articles as a supporting strategy through the use of digital safety features. Overall, the research results show that the prevention of child sexual exploitation on social media cannot be achieved through a single strategy alone. Effective protection requires the integration of improved digital literacy, open communication, regulation of social media use, proportional supervision, the use of safety technology, and collaboration among families, schools, communities, and digital platform providers. These findings confirm that parental digital literacy strategies constitute a protection system oriented toward strengthening children's digital resilience in facing various risks in digital spaces.

The synthesis results show that parental digital literacy strategies for preventing child sexual exploitation on social media constitute a combination of improving digital competence, communication, supervision, the use of safety technology, and cross-sector collaboration. The dominance of digital literacy education (97.9%) and active parental mediation (97.9%) indicates that the parental role has evolved from merely supervising to being an educator, facilitator, and protector in shaping children's safe digital behavior. This finding is in line with Digital Parenting Theory, which positions parents as the primary actors in guiding and protecting children within the digital environment (Livingstone & Blum-Ross, 2020), and is further supported by synthesis results emphasizing the importance of parental digital competence in improving the effectiveness of child protection (Agha et al., 2023; Fidan & Olur, 2023; Lou et al., 2024; Melianti et al., 2023; Nichols & Selim, 2022).

The high frequency of active mediation (97.9%), restrictive mediation (72.9%), and digital monitoring and supervision (68.8%) indicates that child protection is carried out through communication, restrictions on media use, and monitoring of digital activity in an integrated manner. This finding supports Parental Mediation Theory, which explains that various forms of mediation complement one another in reducing the risks of digital media use (Valkenburg et al., 1999; Anidar et al., 2026; Engkizar et al., 2025). Open communication increases children's awareness of digital risks, while restriction and supervision help minimize the potential for sexual exploitation on social media (Chen et al., 2023; Dedkova & Mylek, 2023; Li et al., 2022; Rudnova et al., 2023).

The research findings are also consistent with the Digital Literacy Framework, which views digital literacy as an integration of knowledge, skills, and attitudes in using technology safely (Law et al., 2018). The low frequency of

technical protection and parental controls (27.1%) indicates that digital safety features function more as a supporting strategy than a primary one, and therefore need to be integrated with parental education, communication, and guidance (Banić & Orebovački, 2024; Stoilova et al., 2024; Wang et al., 2021).

Overall, this research shows that parental digital literacy strategies constitute a protection system that integrates digital literacy education, active mediation, restrictive mediation, digital supervision, technical protection, and collaborative digital parenting to strengthen children's digital resilience. This synthesis produces a Parental Digital Literacy Strategy Framework as a conceptual model that affirms the importance of active parental involvement, technological support, and collaboration among families, schools, communities, and digital platform providers in preventing child sexual exploitation on social media. These findings indicate that parental digital literacy strategies are mutually complementary, such that no single strategy alone is capable of providing optimal protection when applied in isolation.

RQ 2. Factors Influencing the Success and Barriers to the Implementation of Parental Digital Literacy Strategies

To answer the second research question (RQ2), a synthesis of 48 articles was conducted to identify the factors influencing the success and barriers to the implementation of parental digital literacy strategies in preventing the sexual exploitation of children on social media. The analysis yielded six categories: (i) parents' digital literacy competencies, (ii) parent-child communication and relationships, (iii) support from schools and the social environment, (iv) use of safety technologies, (v) barriers related to digital competencies and access, and (vi) regulatory and digital platform barriers. These six categories indicate that the effectiveness of strategy implementation is influenced by interrelated individual, family, environmental, technological, and policy factors.

Table 2 Factors Influencing the Success and Barriers to the Implementation of Parental Digital Literacy Strategies

Findings	Frequency (out of 48 studies)	Percentage (%)	Description	Representative Sources
Parental Digital Literacy Competence	46	95,8%	Parents' digital knowledge and skills enhance their ability to guide, supervise, and protect children from the risk of sexual exploitation on social media.	Lou et al. (2024); Fidan & Olur (2023); Nichols & Selim (2022); Rahayu & Haningsih (2021).
Communication and Parent-Child Relationship	47	97,9%	Open communication strengthens trust, openness, and the effectiveness of active mediation in addressing digital risks.	Chen et al. (2023); Dedkova & Mýlek (2023); Liu et al. (2023); Scott (2022).
School and Social Environment Support	19	39,6%	Support from schools, communities, and the social environment strengthens strategy	Halpern et al. (2021); Scott (2022); Chernad et al. (2023);

			implementation through digital literacy education and guidance.	Nichols & Selim (2022).
Use of Safety Technology	33	68,8%	The use of parental controls, privacy settings, and content filtering helps enhance the safety of children's digital activities.	Wang et al. (2021); Stoilova et al. (2023); Banić & Orehovački (2024); Du et al. (2021).
Barriers of Competence and Digital Access	38	79,2%	Use of parental controls, content filtering, privacy settings, and other digital safety features as additional protection.	Lou et al. (2024); Rahayu & Haningsih (2021); Jeffery (2021); Rega et al. (2023).
Barriers of Regulation and Digital Platforms	13	27,1%	Collaboration among parents, schools, communities, and digital platform providers in creating a safe digital environment for children.	Wang et al. (2021); Rudnova et al. (2023); Stoilova et al. (2023).

A single article may be classified under more than one theme, so the total frequency and percentage do not match the number of articles analyzed.

The synthesis results show that parental digital literacy competence is the most dominant supporting factor, identified in 46 of the 48 articles (95,8%). Parents who possess knowledge of digital safety, privacy, and the characteristics of social media are better able to implement education, communication, and supervision effectively. In addition, open communication between parents and children, found in 47 articles (97,9%), strengthens the implementation of active mediation because it encourages children to be more open in sharing potentially harmful digital experiences (Chen et al., 2023; Feijoo & Sádaba, 2022b; Li et al., 2022; Linder et al., 2021; Lou et al., 2024; Romero et al., 2021; Wright et al., 2021).

Other supporting factors include collaboration among families, schools, communities, and digital platform providers, identified in 19 articles (39,6%), as well as the use of safety technology, found in 33 articles (68,8%). Various studies show that digital literacy programs, education within school environments, and community support help improve parents' capacity to protect children from the risk of sexual exploitation on social media. This collaboration strengthens strategy implementation through technological support that fosters a safer digital environment (Chemnad et al., 2023; Kucirkova & Flewitt, 2022; Nichols & Selim, 2022; Scott, 2022; Turgut & Kursun, 2020).

The synthesis results also identify several factors that hinder the implementation of parental digital literacy strategies. The primary barrier is low parental digital literacy competence, found in 38 articles (79,2%). This limitation causes parents to be less able to understand digital risks, recognize forms of online sexual exploitation, or make optimal use of digital safety features, thereby

reducing the effectiveness of guidance and supervision over children's digital activities (Pejoo & Sádaba, 2022; Lou et al., 2024; Mascheroni et al., 2022; Qin et al., 2023; Rahayu & Haningsih, 2021; Seeinfeld, 2021; Wang & Ngai, 2021).

In addition, limitations in technology and digital platform regulation, identified in 13 articles (27.1%), also constitute a barrier to child protection in digital spaces. Various studies show that the use of digital safety features remains limited, while content moderation, age verification, and child protection policies on several platforms have not yet functioned optimally. This condition increases the risk of children's exposure to content and interactions that may lead to sexual exploitation on social media (Bhroin et al., 2022; Jeffery, 2021; Rudnova et al., 2023; Stoilova et al., 2024; Wang et al., 2021).

The synthesis of the 48 articles shows that the successful implementation of parental digital literacy strategies is influenced by digital literacy competence (46 articles), parent and child communication (47 articles), cross-sector collaboration (19 articles), and the use of safety technology (33 articles) as the main supporting factors. Conversely, low digital literacy competence (38 articles) and limitations in technology and digital platform regulation (13 articles) are the primary barriers to strategy implementation. These findings indicate that the effectiveness of digital literacy strategies is determined not only by parents' individual capabilities, but also requires a supportive digital ecosystem that sustains ongoing child protection.

The research findings indicate that the implementation of parental digital literacy strategies is influenced by the interaction between individual, family, and environmental factors. Strong digital literacy competencies enable parents to educate, mediate, and supervise their children more effectively, while open communication strengthens the parent and child relationship in addressing digital risks. On the other hand, limited digital literacy, low utilization of safety technologies, and weak regulatory support indicate that the responsibility for protecting children on social media cannot be placed solely on families. Therefore, the successful implementation of digital literacy strategies requires strengthening parents' capacity through ongoing digital literacy education, supported by collaboration among families, schools, the community, the government, and digital platform providers. This collaborative approach is expected to create a safer digital ecosystem while enhancing the effectiveness of efforts to prevent the sexual exploitation of children on social media.

Framework for Parental Digital Literacy Strategies to Prevent Child Sexual Exploitation on Social Media

Based on a synthesis of 48 articles, this study developed a Framework for Parental Digital Literacy Strategies that integrates six key strategies (RQ1) with the factors influencing their implementation (RQ2). This framework shows that the implementation of these strategies is influenced by enabling factors namely, parents' digital literacy competencies, parent and child communication, support from schools and the social environment, and the use of safety technologies as well as by inhibiting factors such as low digital competencies and access, and limitations in regulations and digital platforms. The interaction among these factors influences the application of the six digital literacy strategies, which ultimately strengthen children's digital resilience as a means of preventing sexual exploitation on social media. This framework demonstrates that the prevention of child sexual exploitation on social media does not rely on a single strategy but is a process initiated by parental competencies and communication, implemented through six digital literacy strategies, and reinforced by

technological support and cross-sector collaboration, ultimately fostering digital resilience in children.



Fig 3. Framework for Parental Digital Literacy Strategies to Prevent the Sexual Exploitation of Children on Social Media

This framework demonstrates that parents' digital literacy and communication skills are key prerequisites before protection strategies can be implemented. The six digital literacy strategies are then implemented in an integrated manner and reinforced by technological support and cross-sector collaboration, thereby fostering children's digital resilience, which ultimately leads to the prevention of sexual exploitation on social media.

CONCLUSION

This study concludes that preventing the sexual exploitation of children on social media requires integrated and complementary digital literacy strategies for parents. Based on a synthesis of 48 articles, this study identifies six main strategies: digital literacy education, active parental mediation, restrictive mediation, digital monitoring and supervision, technical protection and parental controls, and collaborative digital parenting. Digital literacy education and active mediation are the most dominant strategies, while restrictive mediation, digital monitoring and supervision, technical protection, and collaborative digital parenting complement one another in building a comprehensive child protection system in the digital space.

The success of strategy implementation is influenced by parents' digital literacy competencies, parents' and children's communication, support from schools and the social environment, and the use of safety technologies. Conversely, low digital literacy, limited access to technology, and weaknesses in digital platform regulations are the main barriers. As a scientific contribution, this study produces a Parental Digital Literacy Strategy Framework that integrates the six main strategies with the factors influencing their implementation as a conceptual model to strengthen children's digital resilience and support the development of digital parenting programs and child protection policies in the digital space.

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Article

The Privacy Paradox by Proxy: Considering Predictors of Sharenting

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Child and Adolescent Psychiatry and Mental Health

RESEARCH **Open Access**

Adolescents' Internet addiction: Does it all begin with their environment?

Khansa Chernad^{1*}, Maryam Aziz², Azza G. Abdelmonem³, Sanaa Al-Harashshah⁴, Ahmed Baghdady⁵, Fatima Y. Al Motewaa⁶, Diana Alsayed Hassan⁷ and Rania Ali⁸

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ORIGINAL RESEARCH

The Interactive Effects of Parental Mediation Strategies in Preventing Cyberbullying on Social Media

Liang Chen¹, Xiaoming Liu², Hongjie Tang¹

¹School of Journalism and Communication, Tsinghua University, Beijing, People's Republic of China; ²Department of Journalism, School of Communication, Hong Kong Baptist University, Hong Kong, People's Republic of China

Correspondence: Xiaoming Liu, Department of Journalism, School of Communication, Hong Kong Baptist University, 5 Hoi Fung Road, Kowloon Tong, Hong Kong, People's Republic of China. Tel: +852 3402 6136. Email: xiaomliu@hkbu.edu.hk

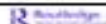
Parental mediation of online interactions and its relation to adolescents' contacts with new people online: the role of risk perception

Lenka Dedkova  and Vojtěch Mýlek 

Interdisciplinary Research Team on Internet and Society, Faculty of Social Studies, Masaryk University, Brno, the Czech Republic



Early Education and Development



ISSN: 1040-0269 (print); journal homepage: <https://www.tandfonline.com/doi/full/10.1080/10400269>

Profiles and Predictors of Young Children's Digital Literacy and Multimodal Practices in Central China

Chuanmei Dong, Simin Cao & Hui Li

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Multimedia Technologies
and Interaction



Article

Connected Play in Virtual Worlds: Communication and Control Mechanisms in Virtual Worlds for Children and Adolescents

Yao Du ^{1,4}, Thomas D. Grace ², Krithika Jagannath ² and Katie Salen-Tekinbas ² 

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ORIGINAL MANUSCRIPT

British Journal of
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Families' digital media use: Intentions, rules and activities

Lars Eichen ¹  | Sigrid Hackl-Wimmer ²  |
Marina Tanja Waltraud Eglmaier ²  | Helmut Karl Lackner ³  |
Manuela Paechter ²  | Karoline Rettenbacher ¹  |
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AI-based chatbot micro-intervention for parents: Meaningful engagement, learning, and efficacy

Guido A. Entenberg^{1*}, Sophie Mizrahi¹, Hilary Walker², Shirin Aghakhani², Karin Mostovoy², Nicole Carre², Zendrea Marshall², Gilly Dosovitsky², Daniellee Benfica², Alexandra Rousseau², Grace Lin³ and Eduardo L. Bunge^{2,3*}

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Is parental mediation negatively associated with problematic media use among children and adolescents? A systematic review and meta-analysis.

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Article

When Ads Become Invisible: Minors' Advertising Literacy While Using Mobile Phones

Beatriz Feijoo^{1,*} and Charo Sádaba²

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Examining the relationship between parents' digital parenting self-efficacy and digital parenting attitudes

Nuray Kurtdeğir Fidan¹ - Burak Olur²

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Digital games pre-schoolers play: parental mediation and examination of educational content

Ali Ibrahim Can Gözümlü¹ · Adalet Kandir²

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MEDIACION PARENTAL Y ESCOLAR: USO DE TECNOLOGÍAS PARA POTENCIAR EL RENDIMIENTO ESCOLAR

(PARENT AND SCHOOL MEDIATION: USE OF TECHNOLOGY TO ENHANCE SCHOOL PERFORMANCE)

Daniel Halpern
Martina Piña
Constanza Ortega-Gunckel
Pontificia Universidad Católica de Chile

DOI: 10.5944/educXXI.28716



Article

Sponsored Influencer Vlogs and Young Viewers: When Sponsorship Disclosure Does not Enhance Advertising Literacy, and Parental Mediation Backfires

Bianca Harms, Janny C. Hoekstra, and Tammo H. A. Bijmolt



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"It's really difficult. We've only got each other to talk to." Monitoring, mediation, and good parenting in Australia in the digital age

Catherine Page Jeffery 

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Article

Digital Parenting of Emerging Adults in the 21st Century

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Understanding parents' conflicting beliefs about children's digital book reading

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University of Stavanger, Norway

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Review

Children's Vulnerability to Digital Technology within the Family: A Scoping Review

Tove Lathén ^{1,*} , Halla R. Holmarsdóttir ² , Olaf Kapella ³, Merike Sivask ⁴  and Liudmila Zinoveva ⁴

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Associations between parental mediation and adolescents' internet addiction: The role of parent-child relationship and adolescents' grades

Xiaoqing Li^{1*}, Ying Ding^{2*}, Xianchun Bai³ and Lisha Liu^{1,4}

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RESEARCH ARTICLE

INFANCY WILEY

The impact of parent and child media use on early parent-infant attachment

Lisa K. Linder¹ | Brandon T. McDermis² | Laura Stockdale³ | Sarah M. Coyne⁴

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The association between family socio-demographic factors, parental mediation and adolescents' digital literacy: a cross-sectional study

Jiayu Liu¹, Wenwen Wang², Xiaohong Wu³, Hong Wang⁴, Xudong Zhou⁵, Jingjing Lu⁶ and Mei Zhu⁷

Special Issue Article

Explaining inequalities in vulnerable children's digital skills: The effect of individual and social discrimination

Giovanna Mascheroni¹
Davide Cino

Università Cattolica del Sacro Cuore, Italy

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Review

Digitally Mediated Parenting: A Review of the Literature

See Nicholas^{1*} and Nadia Safin²

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	Contents lists available at ScienceDirect International Journal of Child-Computer Interaction (journal homepage: www.elsevier.com/locate/ijcci)	
Research paper	Digital parenting competence of mother as informal educator is not inline with internet access	
	Nur W. Rahayu  , Sri Haningsih 	
	[*] Department of Informatics, Universitas Islam Indonesia, Indonesia [*] Department of Islamic Religious Education, Universitas Islam Indonesia, Indonesia	
	International Journal of Environmental Research and Public Health	
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	Valeria Rega  , Francesca Gioia  and Valentina Bournier 	
	[*] Department of Transitions, University of Naples Federico II, 80132 Naples, Italy; valeria.rega@unina.it (V.R.); valentina.bournier@unina.it (V.B.) [*] Correspondence: francesca.gioia@unina.it	
Journal of Youth and Adolescence (2022) 51:1489–1496 https://doi.org/10.1007/s10964-022-01600-w	EMPIRICAL RESEARCH	
	Parental Mediation and Adolescents' Internet Use: The Moderating Role of Parenting Style	
	Wei Ren  · Xiaowen Zhu 	
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Article	Characteristics of Parental Digital Mediation: Predictors, Strategies, and Differences among Children Experiencing Various Parental Mediation Strategies	
	Natalia Radnova  , Dmitry Kornienko  , Yuri Semenov  and Vladimir Egorov 	
	¹ Laboratory of Childhood Psychology and Digital Socialization, Psychological Institute of the Russian Academy of Education, 119991 Moscow, Russia ² Scientific and Educational Center of the State Institution Academy of Sciences of the Republic of Sakha (Yakutia), 677007 Yakutsk, Russia ³ Trust Fund of Future Generations in the Republic of Sakha (Yakutia), 677008 Yakutsk, Russia [*] Correspondence: radnova.nellya@yandex.ru	

Family mediation of preschool children's digital media practices at home

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Parental mediation of adolescent Internet use: Combining strategies to promote awareness, autonomy and self-regulation in preparing youth for life on the web

Nili Steinfeld ¹ 

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Do parental control tools fulfil family expectations for child protection? A rapid evidence review of the contexts and outcomes of use

Mariya Stokłowa, Monica Bulger & Sonia Livingstone

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Protection or Punishment? Relating the Design Space of Parental Control Apps and Perceptions About Them to Support Parenting for Online Safety

CE WANG, Department of Computer Science, University of Oxford, UK
JUN ZHAO, Department of Computer Science, University of Oxford, UK
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Understanding the effects of personal factors and situational factors for adolescent cyberbullying perpetration: The roles of internal states and parental mediation

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Youths' coping with cyberhate: Roles of parental mediation and family support

Jóvenes ante el ciberodio: El rol de la mediación parental y el apoyo familiar

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-  **Dr. Sebastian Wasche**
 Research Associate, Department of Educational Studies, University of Potsdam (Germany)
-  **Dr. Manuel Gámez-Guadix**
 Associate Professor, Department of Biological and Health Psychology, Autonomous University of Madrid (Spain)

Cybergossip, cyberaggression, problematic Internet use and family communication

Ciberconlleo, ciberagresión, uso problemático de Internet y comunicación con la familia



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Mobile Internet Experiences of the Children in Turkey and European Countries: A Comparative Analysis of Internet Access, Use, Activities, Skills and Risks*

Yigit Emrah TURGUT¹, Engin KURSUM²

Young children and screen-based media: The impact on cognitive and socioemotional development and the importance of parental mediation

Edyta Swiders-Cien¹, Anouk Vermeij^{1,2}, Margriet M. Stokbergen^{1,2}

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² Netherlands Organisation for Health Research and Innovation (ZonMw), ZonMw Project #45, 2007-AJ, The Hague, the Netherlands

Current Psychology
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A qualitative case study about overuse of digital play at home

Nesrin İspirioğlu¹ · Ahmet Eril¹ · Abdullah Akın¹ · Serkan Aygün²

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Masters of Media: A longitudinal study of parental media efficacy, media monitoring, and child problematic media use across early childhood in the United States

Sarah M. Coyne¹, Adam Rogers¹, Hailey G. Holmgren¹, McCall A. Booth², Megan Van Allen¹, Holly Harris¹, Rachel Barr³, Laura M. Padilla-Walker¹, J. Andan Sheppard¹, Jane Shawcroft¹, MarjAnn Ober¹

¹School of Family Life, Brigham Young University

²Indiana University

³Georgetown University



Article

Active Parental Mediation and Adolescent Problematic Internet Use: The Mediating Role of Parent-Child Relationships and Hiding Online Behavior

Jingling Liu ^{1,2,3}, Li Wu ^{1,2}, Xiaojun Sun ^{1,2,3,*}, Xuejing Bai ^{1,2} and Changying Duan ^{1,2}



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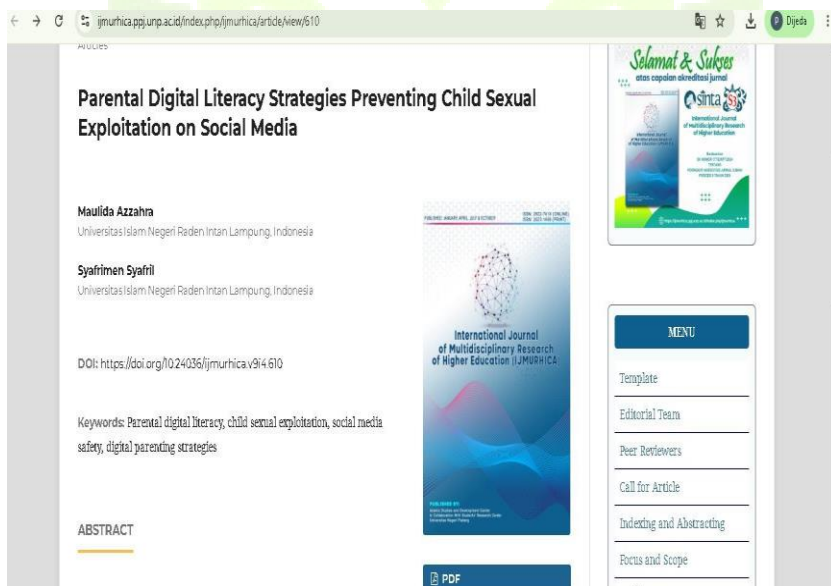
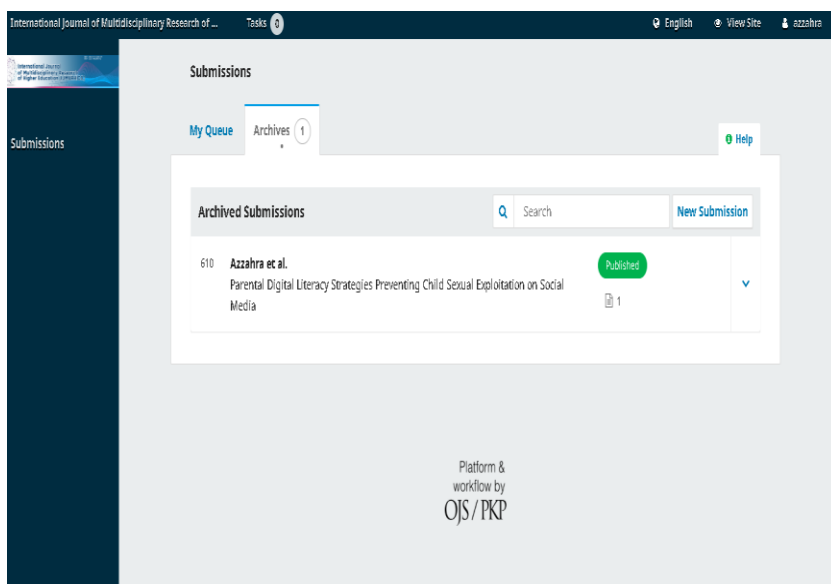
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