



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.

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; Sukk & Siibak, 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; Lafton 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 & Kandır, 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 & Aimah, 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:

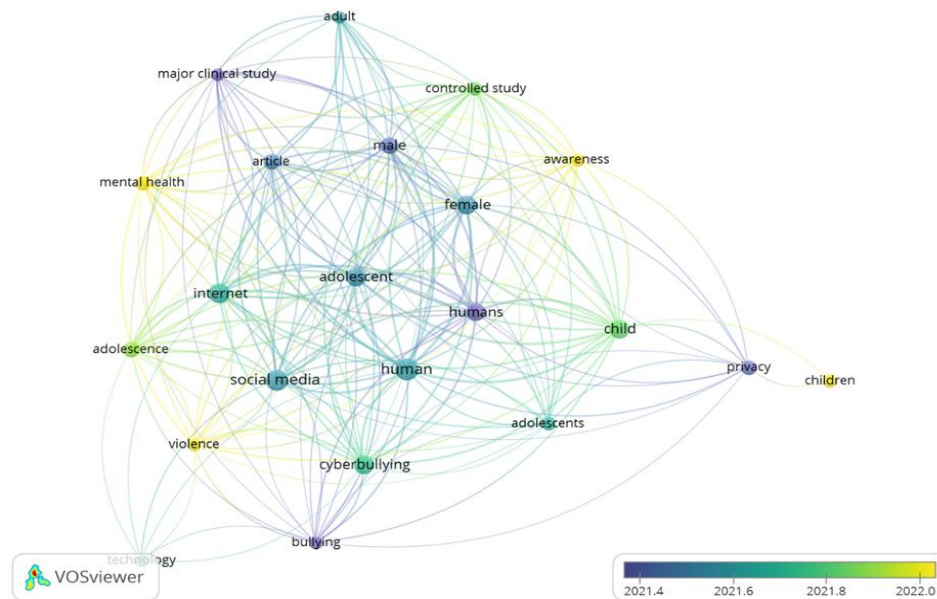


Fig 1. Keyword Co-Occurrence Network Map in Research on Digital Literacy and Child Protection (n = 184 articles)

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.

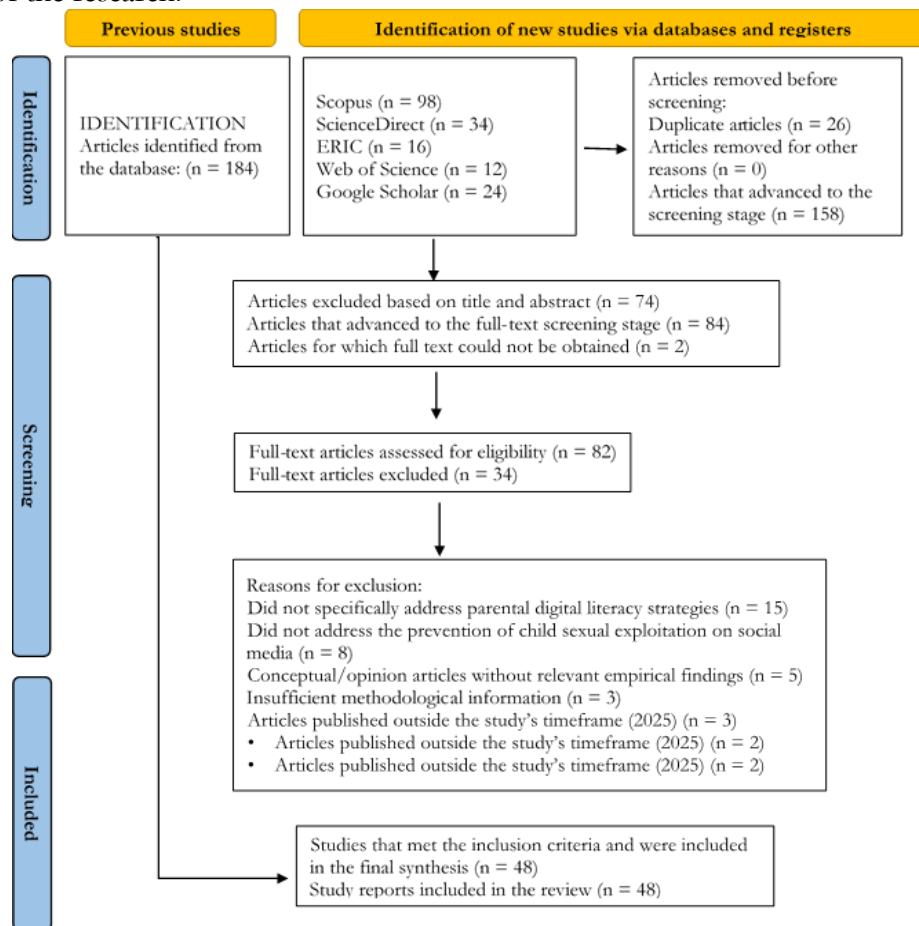


Fig 2. PRISMA 2020 Flow Diagram

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 & Mýlek (2023); Liu et al. (2023); Scott (2022); Ren & Zhu (2022).

			digital risks.	
Restrictive Mediation	35	72,9%	Establishing social media usage rules through limits on duration of use, application access, and content type appropriate to the child's age.	Li et al. (2022); Gözümler & Kandir (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 & Orehovački (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.	Chemnad 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 & Haningsih, 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](#); [Gözüm & 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 & Orehovački, 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 & Mýlek, 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 & Orehovački, 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); Chemnad 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; Romera 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 (Feijoo & Sádaba, 2022; Lou et al., 2024; Mascheroni et al., 2022; Qin et al., 2023; Rahayu & Haningsih, 2021; Steinfeld, 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.

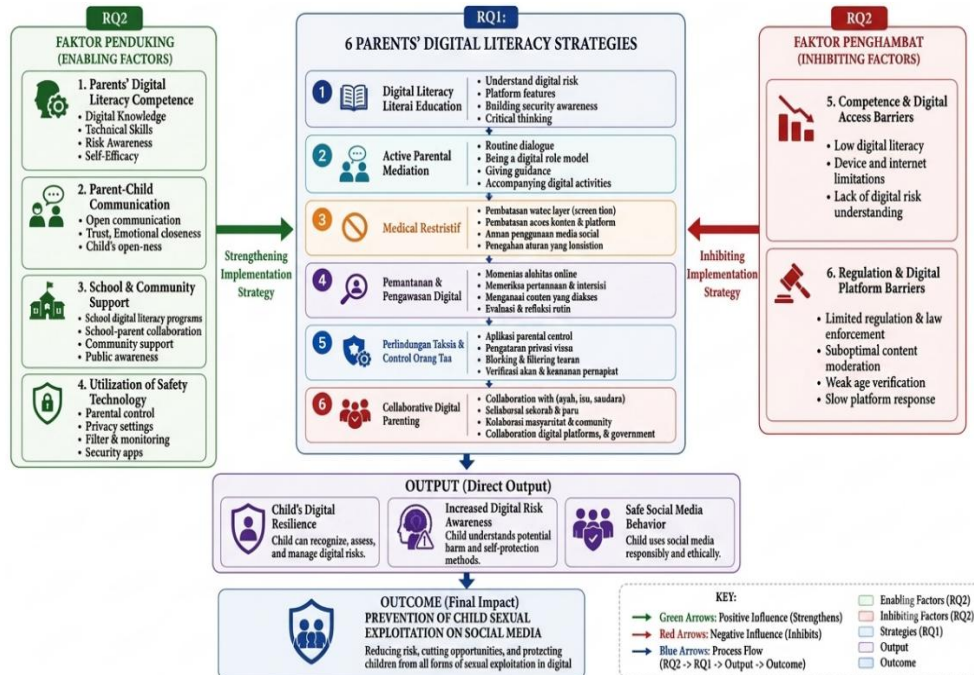


Fig 3. Framework for Parental Digital Literacy Strategies to Prevent the Sexual Exploitation of Children on Social Media

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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