

Review

Preventing Cyberbullying and Reducing Its Negative Impact on Students Using E-Parenting: A Scoping Review

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Abstract: Families have an important role in preventing cyberbullying and providing first treatment for their children. The negative impact of cyberbullying are psychological problems such as anxiety, depression, and stress. One of the interventions to reduce the negative impact of cyberbullying is e-parenting. The aim of this study is to describe the methods in e-parenting to prevent and reduce the impact of cyberbullying on students. This study used the scoping review method. Articles for this review were drawn from CINAHL, PubMed, and ProQuest databases. The keywords used in English are “Cyberbullying”, “E-parenting”, and “Students”. The inclusion criteria were full text, randomized control trial or quasi-experimental research design, English language, student sample, and the publication period of the last 10 years (2013–2022). We found 11 articles which discussed e-parenting to prevent and reduce the negative impact of cyberbullying on students. The results of the study showed that e-parenting was effective in preventing cyberbullying and reducing its negative impact with three methods of e-parenting, namely prevention program, collaboration with the school, and video support. Most of the articles in this study used a randomized control trial design. Some articles in this scoping review are from Spain. Samples in the literature range between 35 and 2530 students. E-parenting is used as an intervention to increase the role of parents in preventing and reducing the negative effects of cyberbullying through collaboration with health and school workers.

Keywords: cyberbullying; e-parenting; students

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1. Introduction

Cyberbullying is bullying which happens using digital technology [1]. Cyberbullying is also defined as social bullying behavior that is carried out online, such as sending online messages with content that is intentionally offensive, threatening, not in accordance with facts, and spreading personal news without the owner’s permission [2]. Cyberbullying behaviors carried out by students include flaming, abuse, denigration, impersonation, outing and trickery, stalking, and exclusion [3–5]. The incidence of cyberbullying is increasing along with the increasing number of Internet users.

Cyberbullying incidents have increased during the COVID-19 pandemic. Cyberbullying during the COVID-19 era has increased due to the fact that children are increasingly in direct contact with the Internet and social media in their daily lives [6]. All activities during the COVID-19 pandemic, such as studying and working, were carried out online at home [7]. In addition, during the COVID-19 pandemic, children chose to use social media to get rid of boredom from learning activities and activities carried out at home [8].

Based on cyberbullying research center data, as many as 36.5% of high school students reported that they had experienced cyberbullying during their lifetime [9]. Ditch The Label data show that as many as 42% of students use Instagram for social media and 60% have cyberbullying experiences [10]. Results from a previous study in Indonesia showed that 68.6% of high school students have cyberbullying experiences [11].

The perpetrators of cyberbullying among high school students are usually their friends. This is in accordance with various theories which state that the potential for juvenile delinquency is greatest at the age of 16–17 years [12]. According to previous study from the psychological point of view, the age of 16–17 years is referred to as “adolescent crisis” [13]. In line with other studies, cyberbullying occurred in high school students aged 16 years. Students who are victims of cyberbullying can experience serious psychological disorders [14,15].

Cyberbullying has very worrying psychological impacts, such as low self-esteem and anxiety, and depression [14,16]. The danger caused by cyberbullying is greater than traditional bullying [17]. The results of a study showed that students in high school aged 15 to 19 years who experienced cyberbullying showed reduced mental health, such as anti-sociality, stress, and depression [4]. Another study stated that the impacts of cyberbullying were reduced academic achievement, low self-esteem, anxiety, and violent behavior [18]. Cyberbullying also causes psychological problems in students and reduces cognitive capability in students.

Efforts to prevent and reduce the negative impact of cyberbullying can be undertaken by parents, health workers, friends, and teachers at school. Parents have the role as educators and supervisors in their children’s Internet use at home [19]. Friends have a role in forming a positive environment so that cyberbullying does not occur between friends [20]. Health workers have the role in promoting the prevention of cyberbullying, becoming counselors in reducing the negative effects of cyberbullying, and educating the public, especially parents, in preventing their families from cyberbullying [21]. Teachers have a role in establishing a mutually supportive school environment for the development of secondary school students [22,23]. However, the results of previous studies show that parents play a major role in the development of high school-age adolescents [6,24]. Previous study showed that parents do not supervise their children’s use of social media [25]. This can cause students to become perpetrators of cyberbullying and victims of cyberbullying.

Parents have an important role in preventing cyberbullying [26]. Supervision and parenting by parents to children are an important part of preventing and reducing the impact of cyberbullying [27]. The results of previous studies show that parents do not supervise their children’s Internet use [6]. Another study also shows that high school students who experience cyberbullying are not given education about how to use the Internet and social media from their parents [28–30]. Parenting style is needed to educate parents how to supervise children in using internet properly and correctly.

Parenting learning is an important thing that can affect understanding and mind-set in educating children. Parents are required to study independently, and be aware of the essence and need for parenting learning itself. Parenting is a process of continuous interaction between parents and children which includes activities including feeding (nourishing), guiding (guiding), and protecting (protecting) children. Previous studies on parenting applications have previously been studied by previous researchers by focusing on screen-smart parenting, namely how to find balance and benefits in the use of social media, applications, and children’s digital devices [31]; assist parents in educating and cultivating positive behavior [32]; and shape children’s character [33]. However, the results of previous study showed that parents have low knowledge of parenting [34].

The above shows the importance of the role of parents in preventing and reducing the impact of cyberbullying on students. However, previous study showed that parents have low knowledge to prevent their children from cyberbullying [35]. Another study also showed that parents have low knowledge about cyberbullying because it was difficult to find information about cyberbullying [36]. Families also have difficulty accessing correct information about preventing and reducing the impact of cyberbullying [37]. Parenting methods are important to the prevention and reduction of the negative impact of cyberbullying.

Previous research has shown the role of parents in preventing and reducing the impact of cyberbullying on students by spending time supervising students’ social interactions on

social media [38]. Other studies showed that parent knowledge is important in preventing cyberbullying [39]. Parenting is education for parents to improve the ability of parents to foster faithful, pious, physically and mentally healthy, intelligent, capable, and creative children, and are able to adapt with their religion and culture in preventing and reducing cyberbullying [40]. Education about parenting which is carried out via zoom for 2×90 min shows a significant result in improving parental knowledge. E-parenting is also carried out as a process of continuous interaction between parents and students with activities including nourishing, guiding, and protecting students. Previous study on e-parenting, namely screen-smart parenting with parenting modules in the form of educational videos and Zoom discussions about monitoring the use of social media in high school students can reduce the incidence of cyberbullying [41]. Another study about parenting with activities to educate about cyberbullying and positive behavior to educate the students [42] and shape the character of students is proven to increase parental supervision in their child's use of social media [25].

Cyberbullying has serious impacts on psychological problems and can cause disruption to the developmental stage of students. Parents as the first teachers at home have a big role in preventing cyberbullying by parenting to improve knowledge about cyberbullying and how to solve the negative impact of cyberbullying. Parenting can be performed by nurses as comprehensive nursing care providers in handling cyberbullying. Therefore, the authors are interested in making a scoping review to describe the types of e-parenting in preventing and reducing the negative impact of cyberbullying on students.

2. Materials and Methods

2.1. Design

The design method used in this study is a scoping review. Scoping review was selected by the author for exploring and discussing the latest topics [43]. This design method can analyze the latest research to achieve the research objectives. The stages of this study are identifying questions based on research objectives, identifying and selecting studies for review, mapping the results of the analysis of the articles reviewed, compiling study results, and reporting study results [44]. This scoping review used the PRISMA Extension for Scoping Reviews (PRISMA-ScR) to identify various topics that discuss the e-parenting method to prevent and reduce the impact of cyberbullying on students [45].

2.2. Search Methods

The databases used in this study were CINAHL, PubMed, and ProQuest. The keywords used were: “cyberbullying OR cyberbully” AND “students” AND “e-parenting OR digital parenting OR online parenting”. The research question in this study is as follows: How does the e-parenting method prevent and reduce the negative impact of cyberbullying on students?

2.3. Inclusion and Exclusion Criteria

This study used the PRISMA Extension for Scoping Review (PRISMA-ScR) which serves to identify various topics that discuss e-parenting interventions as an effort to prevent and reduce the impact of cyberbullying on students (Figure 1). Articles were selected for analysis based on inclusion and exclusion criteria. The inclusion criteria of this study were that the study population was a student sample, there was an intervention, the article was original and primary research, used English, full text, and the time setting was the last 10 years (2013–2022). The exclusion criteria in this study were articles not involving an intervention and the sample was not students.

2.4. Data Extraction

Data extraction used a manual table created by the author contains the author, year, country, study design, population and sample, procedures, interventions, and results of the

study. All authors read and analyzed the articles to access the nursing interventions carried out in the articles. Then the author discusses and collects the data in the extraction table.

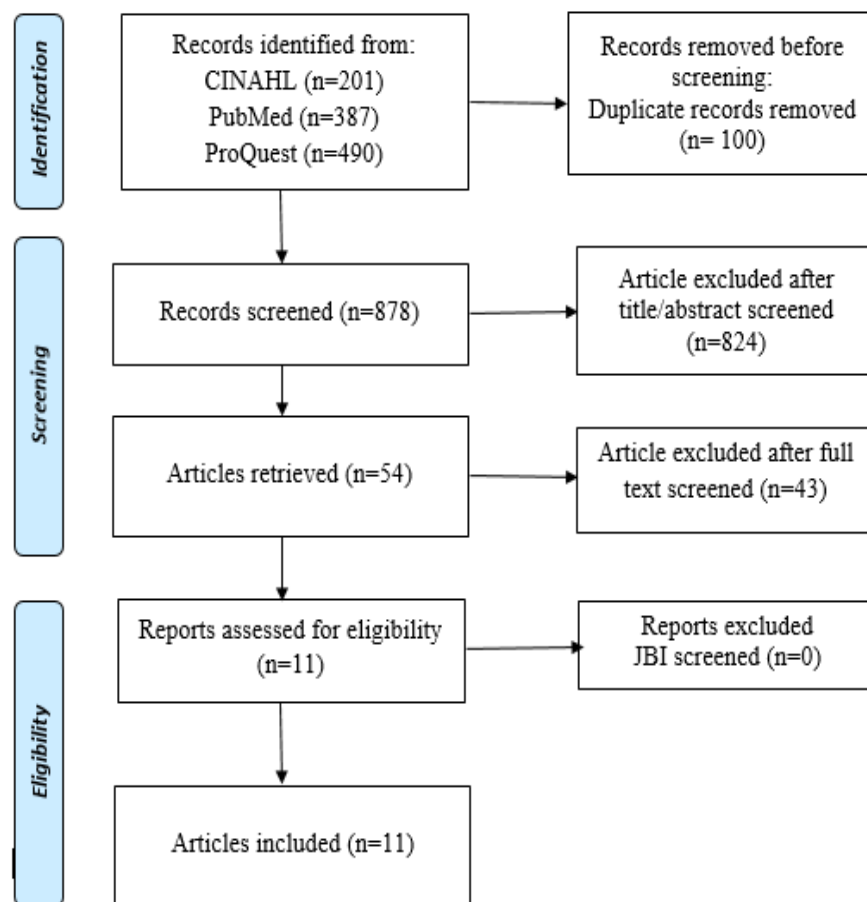


Figure 1. PRISMA Flow Diagram.

2.5. Quality Appraisal

Critical appraisal is used to assess the quality of articles before being analyzed in this scoping review. Journals were analyzed using the critical appraisal method of The Joanna Briggs Institute (JBI). The assessment checklist is based on The JBI Critical Appraisal tool by providing several statements to assess research quality [46]. The criteria assessment consists of 'yes', 'no', 'unclear', or 'not applicable', and each 'yes' criterion is assigned one point and the other criteria are zero. Each article score is summed to determine the eligibility of the article in the analysis process. The standard score of the JBI assessment agreed upon by all authors for the articles used in this study is above 75% (Table 1).

Table 1. JBI Critical Appraisal Tool.

Author & Year	JBI Critical Appraisal Tool	Study Design
[47]	84.6% (11/13)	RCT
[48]	84.6% (11/13)	RCT
[49]	92.3% (12/13)	RCT
[50]	100% (9/9)	Quasi-experiment
[51]	92.3% (12/13)	RCT
[52]	84.6% (11/13)	RCT
[53]	84.6% (11/13)	RCT
[54]	92.3% (12/13)	RCT
[55]	76.9% (10/13)	RCT
[56]	76.9% (10/13)	RCT
[57]	92.3% (12/13)	RCT

2.6. Data Analysis

The authors obtained 11 articles based on the results of elimination from the inclusion and exclusion criteria. Then the article was read and analyzed by the authors. After that, the authors discussed the contents of each article. After analysis, the authors classified the methods of e-parenting interventions and combined them based on similar methods and then described them.

3. Results

The number of articles obtained from the search was 978 articles. After eliminating the duplicate articles, 878 articles were obtained. Furthermore, after elimination based on the inclusion criteria, there were 824 articles left. Then after checking the title and abstract, 54 articles were found. We read full text and we found 11 articles to analyzed. Articles were analyzed using the JBI Critical Appraisal Tool assessment method with good article standards above 75% based on criteria and topic relevance (Table 1).

There were 11 articles that discussed e-parenting to prevent and reduce the impact of cyberbullying on students. From 11 articles which had all authors read and analyzed, we classified the interventions into three types: the Support Program, Collaboration with School program, and Video Support Program. The results of the analysis of the article are presented in tabular form as follows (Table 2).

Based on the sample characteristics, this study shows that cyberbullying occurs mostly in high school students. A total of nine articles had a sample of high school students, one article had a sample of middle-school, and one article had a sample of under-graduate students. The age of the sample in this study is in the range of 11–18 years, which is the age of teenagers. The sample range in this study ranges from 35 to 2530 respondents, with the largest number of samples being women.

Table 2. Extraction Data.

No	Author and Year	Purpose	Country	Design	Sample	Intervention	Result
1	[47]	Improve awareness and reduce impact of cyberbullying	Turkey	RCT	120 students in high school	case-based video (CBV) (Video Support Program)	Significant increase in awareness and a decrease in the impact of cyberbullying
2	[48]	Increase their intention to help cyberbullied victims	China	RCT	144 undergraduate students (118 female, 24 male)	e-course (Video Support Program)	Significant increase in awareness and reduce symptoms in victims of cyberbullying
3	[49]	Prevent cyberbullying	Colombia	RCT	722 students in high school	Cyberbullying prevention program (Prevention Program)	Effective in preventing cyberbullying
4	[50]	Reduce impact and incident of cyberbullying	Australia	Quasi-experiment	35 students in high school (19 female, 16 male)	Cyber friendly schools program (Collaboration with School Program)	Effective in reducing the incidence and impact of cyberbullying
5	[51]	Prevent and reduce the effect of cyberbullying	USA	RCT	80 students ages 11–18 (24 male, 56 female)	Cyberbullying media-based intervention (Video Support Program)	Effective in preventing and reducing the effects of cyberbullying
6	[52]	Reduction of bullying and cyberbullying, and in the improvement of school climate	Spain	RCT	2057 students in high school aged 11 to 16 years (1021 female, 1036 male)	TEI Program (Prevention Program)	Significant in reducing the incidence of bullying and cyberbullying
7	[53]	Reduce victimization and emotional distress	Sweden	RCT	112 families with students in high school	Family intervention (Prevention Program)	Significant in reducing victimization and emotional distress
8	[54]	Prevent cyberbullying	USA	RCT	51 parents of middle-school children	Cyberbullying intervention (Prevention Program)	Effective in preventing cyberbullying

Table 2. *Cont.*

No	Author and Year	Purpose	Country	Design	Sample	Intervention	Result
9	[55]	Reduce impact and prevent cyberbullying	Spain	RCT	2060 students in high school (1073 male, 957 female)	Cyberbullying intervention (Prevention Program)	Effective in preventing and reducing the impact of cyberbullying
10	[56]	Cooperation in counteracting bullying and reduce impact of cyberbullying	Netherlands	RCT	2510 students in high school aged 11–16	Parenting intervention (Video Support Program)	Effective in preventing and reducing the impact of cyberbullying
11	[57]	Reduce impact of cyberbullying	Spain	RCT	660 students in high school aged 12–17 (351 female, 309 male)	Prev@cib program (Collaboration with School Program)	Significant decrease in bullying and cyberbullying

The general characteristics of the articles in this study include the following aspects: year of publication, research design, and country (Table 3):

Table 3. General Characteristics of Articles.

Category	N	%
Publication Period		
2014	2	18.18%
2016	2	18.18%
2017	1	9.09%
2018	1	9.09%
2019	3	27.28%
2020	1	9.09%
2021	1	9.09%
Design		
Randomized Control Trial (RCT)	10	90.91%
Quasi-experiment	1	9.09%
Country		
Spain	3	27.28%
USA	2	18.18%
Turkey	1	9.09%
China	1	9.09%
Colombia	1	9.09%
Australia	1	9.09%
Netherlands	1	9.09%
Sweden	1	9.09%

Based on the table above, three articles were published in 2019 (27.28%), two articles were published in 2014 (18.8%), two articles were published in 2016 (18.8%), one article was published in 2017 (9.09%), one article was published in 2018 (9.09%), one article published in 2020 (9.09%), and one article published in 2021 (9.09%). This study shows that there are three articles from Spain (27.28%), two articles from USA (18.8%), one article from Turkey (9.09%), one article from China (9.09%), one article from Colombia (9.09%), one article from Australia (9.09%), one article from the Netherlands (9.09%), and one article from Sweden (9.09%). This shows that 10 articles came from developed countries (90.91%) and 1 article came from developing countries (9.09%). The designs used were 10 articles using a randomized control trial (RCT) (90.91%) design and one article using a quasi-experiment design (9.09%).

There are three types of e-parenting interventions carried out to prevent and reduce the negative impact of cyberbullying on students, namely prevention programs, collaboration with school programs, and video support programs.

3.1. Prevention Program

Family intervention is intervention with education provided through PowerPoint, which includes three main strategies in cyberbullying prevention and intervention, namely learning how to handle cyberbullying, preventing it from happening again, and the first step when looking at cyberbullying cases [53]. The aim of this intervention is to reduce cyber-victimization and stress in adolescents through the role of parents. The intervention was carried out over a period of 4–8 weeks. Families were invited to discuss the cyberbullying experience and how to accept the traumatic experience. Then the nurse and family discussed the best solution for dealing with the occurrence of cyberbullying.

In the cyberbullying intervention, each e-course has a duration between 4 and 10 weeks [49,54,55]. Parents are placed into groups to discuss cyberbullying online. This intervention aims to prevent and reduce the incidence of cyberbullying among students in high school. This group will be invited to discuss issues related to cyberbullying; each participant is invited to discuss for 60 min and asked to provide their responses. In the group, each participant has the right to express opinions and suggest solutions related to the problem. In addition, each parent can also share experiences to be an inspiration for other participants.

Preventing cyberbullying is carried out with an e-course with provides information about awareness about cyberbullying, how to help victims, and self-efficacy to combat cyberbullying. Families were also taught how to control time on social networking sites, and previous involvement in cyberbullying. The TEI program consists of 9 sessions each lasting 1 h/session [52]. This program is conducted online regarding self-emotion recognition, emotion regulation, social competence, and positive use of Internet and social media. The aim of this intervention is to prevent and reduce the incidence of bullying and cyberbullying. Interventions are carried out for families to be able to direct their children to behave, especially when at home.

3.2. Collaboration with School Program

The intervention Cyber-Friendly Schools program is aimed at families and schools in building student social relationships and peer support [58]. Procedures of interventions for formulating policies and their implementation involve school residents. Families and schools were also given education regarding the social and emotional development of students. Collaboration with schools aims to reduce the impact of cyberbullying on victims of cyberbullying. This intervention was carried out for 6 weeks and an online evaluation was carried out to determine the development of family and school knowledge. This intervention is carried out by counseling with victims as an effort to accept traumatic events due to cyberbullying.

The Prev@cib program focused on the importance of involving students and parents in solving and preventing bullying and cyberbullying in the students [57]. Parents and students were asked to write a journal of daily activities together. It is intended that students and parents have closeness and build affection. Parents are able to monitor student activities on the Internet to prevent and reduce the impact of cyberbullying. This intervention was carried out for 6 months and was evaluated every month by the nurse. Cyberbullying victims will be trained in relaxation therapy to calm the victim. After that, the victim is invited to express the feelings about the cyberbullying experienced. Then the victim undergoes counseling to cope with the traumatic incident of cyberbullying.

3.3. Video Support Program

Case-based video support is an intervention to reduce the impact of cyberbullying on victims among students [47]. Families are given time to watch videos of three to seven minutes long which illustrate the reasons and dangers of cyberbullying through authentic cases. Interventions were provided to online participants. The intervention involved families by providing online courses containing drama about cyberbullying. Participants also include the role of parents in dealing with cyberbullying. The intervention was

carried out for 4 weeks with a duration of 1 h each session. Furthermore, parents and children were invited to discuss online to determine the problems and solutions to deal with cyberbullying. Families participating in the intervention were asked to complete a case study of the problem of cyberbullying in students.

E-course interventions carried out with a duration of 45 and 55 min were used to discuss perceptions of vulnerability to cyberbullying, including defining cyberbullying, providing several anecdotal examples, and news stories which showed the cyberbullying and its negative impacts [48]. Children made presentations to their parents regarding cyberbullying and the experiences they have experienced. It is intended that parents understand directly what is felt by children related to cyberbullying.

The intervention Cyberbullying Media-Based intervention was carried out by providing online empathy training, relaxation techniques, and distraction techniques to parents. The intervention was in the form of a 15–60 min course per each video. After that, parents will be invited to discuss, asynchronously, the problems faced by their children. Parents will also be asked to discuss the handling in accordance with the problems experienced by the child.

4. Discussion

The results of the scoping review show that there are three types of interventions in preventing and reducing the negative impacts of cyberbullying through e-parenting, namely prevention programs, collaboration programs with schools, and video support programs. Each intervention focuses on the family, especially parents, to increase the role of the family in dealing with cyberbullying experiences in their children. Parents are the closest people who communicate extensively with their children. Parents are also teachers who educate children at home. Thus, the role of parents is an important part of preventing and reducing the impact of cyberbullying on students.

The results of the study show that 10 articles about cyberbullying in adolescents in this study come from developed countries. This is in line with the rapid technological developments in developed countries. The negative impact of the development of social media is the increasing incidence of cyberbullying among adolescents. Previous studies have shown that the incidence of cyberbullying in adolescents is related to the rapid development of technology [59]. Other studies also showed that technological developments are associated with an increase in hate comments on social media [60]. Meanwhile, another study showed that cyberbullying occurs in developing countries [61]. In developing countries, the incidence of cyberbullying is influenced by the educational level of parents in supervising adolescent Internet use [62].

Nine articles in the study show that cyberbullying occurs in high school students aged 11–18 years. This age is in the stage of adolescent development. Adolescence is a period of transition from children to adults that occurs at the age of 10–19 years [63]. Adolescent development causes changes in emotional and social aspects. Adolescents begin to search for their identity, and it is not uncommon for them to rebel so that parents must pay attention [64]. Adolescents also find it difficult to accept differences with other teenagers. This is what causes teenagers to cyberbully other people. Parental supervision is needed to reduce the occurrence of cyberbullying in adolescents [65].

Several articles in this study show that cyberbullying occurs mostly in women. Female students often comment on appearances or events experienced by other women on social media [66]. In line with previous studies that women are vulnerable to becoming victims or perpetrators of cyberbullying [67], another study showed that 80% of female students experienced cyberbullying, namely receiving negative comments about their appearance [68]. Other previous studies also showed that cyberbullying occurs more frequently in female students than male students [69,70]. However, gender is not the main factor causing cyberbullying. A previous study has shown that both males and females can perpetrate cyberbullying [1]. Cyberbullying incidents can also occur and have a negative impact on both female and male adolescents [71].

Cyberbullying is caused by several factors, namely family factors related to parenting, internal factors related to individual self-control, and external factors related to social factors such as friends and the school environment. Parental involvement influences the child's personality to avoid juvenile deviant behavior. Previous studies have shown that parenting style has a positive relationship with adolescent self-control [53]. On external factors, positive and effective parenting styles affect children's readiness to be critical and selective in every technological advancement. A previous study conducted by Pandey (2021) showed that the lack of involvement and warmth provided by parents and overly permissive parenting had an influence on cyberbullying behavior [72].

E-parenting is a method to improve parenting in preventing and overcoming the negative effects of cyberbullying. Cyberbullying incidents related to Internet use in children. Previous study has shown that high Internet use during the COVID-19 pandemic caused a high incidence of hate comments on social media [14]. Parenting style for children will also affect how children use social media. Previous study has shown that parenting style significantly influences Internet use [30]. Internet use is related to parenting: a study conducted by Vale (2018) showed that Internet use was high if parents applied permissive parenting styles [73]. Therefore, as a form of Internet progress, parents need to pay more attention to children's activities on social media through the application of proper parenting. Good parenting can increase children's and parents' understanding of cyberbullying and its effects [74]. Parents can supervise their children not to cyberbully other people [65]. In addition, parents will also be provided with information on how to prevent and overcome the effects of cyberbullying on children through e-parenting [75].

Prevention program is one of interventions to prevent cyberbullying in students by involving parents. Based on the results of the study, there are several ways, namely with e-courses to increase parental knowledge, peer support groups, and counseling with parents regarding the problem. This is in line with a previous study which states that improved parental knowledge is effective in preventing cyberbullying in children [76]. However, this is in contrast with previous studies which showed that improving knowledge of parents about cyberbullying was not significant in cyberbullying prevention [77]. This study also showed that a prevention program to reduce incidence of cyberbullying is peer support groups. Previous studies have shown that peer support groups are effective in preventing cyberbullying in students because parents can discuss issues related to their child's development [70,78]. Peer support group interventions prevent cyberbullying because parents can discuss and share experiences related to their children's problems with other participants [79]. This is in accordance with previous study which showed that peer support groups are effective in reducing the incidence of cyberbullying [80].

The collaboration program with schools is an intervention given to families and schools, especially teachers, in reducing the impact of cyberbullying. The results of the study show that collaboration between teachers and parents is needed to reduce the impact of cyberbullying on students. Parents and teachers are people who communicate frequently with students. Thus, interventions in the form of counseling to parents and teachers can be a solution in preventing and reducing the incidence of cyberbullying. Parents and teachers coordinate to address the problems of victims of cyberbullying which are facilitated by nurses [81]. Nurses are also invited to discussions with families and schools about their respective roles in reducing the impact of cyberbullying [82]. The results of previous studies showed that collaborative interventions between parents and teachers in the schools can reduce the incidence of cyberbullying in schools [24,81,83]. In addition, other studies have shown that the impact of cyberbullying decreases after parents and teachers in schools are directed in dealing with victims of cyberbullying [36,81].

Video support program is one of the interventions that can be undertaken in preventing and reducing the impact of cyberbullying. Education by videos about cyberbullying, its impact, and its handling will increase the knowledge of parents. The video can be played many times to increase the knowledge of parents [84]. The results of previous study show that educational videos are effective in increasing parental awareness regarding the problem

of cyberbullying against children [10]. Educational videos can also provide training to deal with children who are victims of cyberbullying [85]. Based on previous studies, it was shown that video guidance in handling the impact of cyberbullying on children was quite effective [47,69]. This is in line with other studies which show that video interventions are effective in reducing the negative impact of cyberbullying by improving knowledge of parents through online training [86].

Parents' experiences are quite varied regarding dealing with children experiencing cyberbullying. However, parents consistently state that they need information and guidance on how to deal with bullying [87]. This need can be met through e-parenting interventions to reduce the impact of cyberbullying on children. Cyberbullying behavior has a negative impact on both victims and perpetrators. Children who are victims of cyberbullying can be shy, have low self-esteem, and do not want to open up to their environment and peers, or become closed individuals [88]. E-parenting to parents about cyberbullying has an impact on reducing the negative impact of cyberbullying on children [75].

The scoping review conducted by Piotrowski (2021) showed that e-parenting interventions increase parents' knowledge in caring for their children [89]. Another study also showed that e-parenting is an intervention that can be carried out to increase the role of parents in meeting the needs of the child's developmental stages [90]. Previous research on interventions to reduce cyberbullying involved a systematic review which showed that face-to-face triple-p parenting was effective in increasing parents' awareness of the incidence of cyberbullying in adolescents [75]. This scoping review shows that there are several e-parenting methods that can be used to prevent and reduce the negative effects of cyberbullying.

The results of this study indicate that e-parenting interventions in preventing and reducing the impact of cyberbullying can be carried out in a span of 4 weeks–12 months. The interventions provided were quite diverse, ranging from 4 sessions to 10 sessions. Each intervention was given and followed up using a prevention questionnaire on the impact of cyberbullying on children. Previous study showed that the intervention carried out on parents for 4 weeks was quite effective in reducing the incidence of cyberbullying on students [91]. The results of another study showed that e-parenting carried out for 8 weeks was effective in improving the resilience of parents in dealing with their children who are exposed to cyberbullying [92].

Limitations

The limitations of this study are that publication year of the reviewed articles is limited to the last 10 years (2013–2022), which precludes comprehensively discussion about interventions to prevent or reduce the impact of cyberbullying prior to the last 10 years. Another limitation is that the design is limited by randomized control trials and quasi-experiments, so that it cannot discuss other interventions with design studies such as qualitative and descriptive quantitative analysis in this study. This causes the interventions found to be limited in the discussion of this study.

5. Conclusions

Nurses have an important role in providing comprehensive nursing care in e-parenting families to prevent and reduce the impact of cyberbullying on students. Based on the results of the study, there are three methods in preventing and handling cyberbullying in students, namely prevention programs, collaboration with school programs, and video support programs. Each method of e-parenting proved to be quite effective in preventing and reducing the impact of cyberbullying on students. Activities carried out in the e-parenting intervention can be in the form of education, peer-support, and counseling. The implication of this study is that it can become the basis for nurses or other health workers in providing e-parenting as an effort to prevent and reduce the impact of cyberbullying on students. The limitation of this study is that the design of the articles reviewed is limited by RCT and quasi-experimental designs. In addition, the year of publication of the reviewed articles

is limited to the last 10 years. The results of this study can be used as a basis for further research related to the effectiveness of each intervention in preventing and reducing the impact of cyberbullying on students.

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