



Exploring the Dynamics of Cancel Culture in Social Studies (2002-2025): A Bibliomatrix Analysis

Liza Dwi Eftiza Khairunniza*¹, Elly Malihah¹, Didin Saripudin¹, Siti Nurbayani K¹

¹ Universitas Pendidikan Indonesia, Indonesia



lizadwieftizakhairunniza@gmail.com*

ABSTRACT

This study aims to analyze the bibliographic metadata characteristics of research on cancel culture in the context of Social Studies using a bibliometric approach. The research subjects include scholarly articles indexed in the Scopus database that discuss cancel culture relevant to Social Studies. The research method employed is bibliometric analysis using VOSviewer software to identify publication trends based on the aspects of Documents by Year, Documents by Subject Area, Documents by Country or Territory, and Documents by Funding Sponsor. The theories underlying this article encompass three main approaches: the theory of social construction and communication, the theory of power, and the theory of digital ethics. The findings indicate that publications on cancel culture in the context of Social Studies have increased significantly since 2020, peaking in 2024. The Social Sciences field is the most dominant discipline researching this topic, followed by Psychology as well as Business, Management, and Accounting. Geographically, research is dominated by the United States, Australia, Canada, and the Philippines. Meanwhile, research funding primarily comes from social sciences and humanities institutions, highlighting a greater focus on social and communication aspects rather than direct educational implications. This study recommends further exploration of the impact of cancel culture on Social Studies curricula, academic freedom, and digital ethics in education. Additionally, empirical research is needed to understand how students and educators respond to this phenomenon and to develop educational strategies based on digital literacy.

Keywords: Cancel Culture, Social Studies, Bibliometric Analysis, Digital Literacy

ARTICLE INFO

Article history:

Received

May 16, 2026

Revised

August 30, 2026

Accepted

September 27,

2026

Journal Homepage

<https://attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

@ 2026 by the authors

Published by

CV. Creative Tugu Pena

INTRODUCTION

Cancel culture has become an increasingly dominant social phenomenon in public discussions across various media platforms, particularly in the context of education and social studies (Khairunniza, 2024; Khairunniza et al., 2017; Nuary et al., 2024). This phenomenon refers to the practice of criticizing or boycotting individuals, groups, or institutions deemed to have made statements or taken actions that contradict prevailing social norms, especially on digital platforms (Mardeson & Mardesci, 2022; Tandoc et al., 2024; Trigo, 2020). Over the past decade, cancel culture has sparked intense debates on freedom of speech, social responsibility, and its impact on social dynamics in society. Various studies have reported how cancel culture influences social interactions, public perception, and even education policies in different countries (Dershowitz, 2020; Octovi et al., 2023). The cancel culture phenomenon has gained significant global attention and has impacted various sectors of society, ranging from politics and entertainment to education and social discourse (Bagus et al., 2022).

As a social dynamic, cancel culture continues to shape public conversations. While the concept is widely discussed in Western countries, its impact has increasingly spread to other regions, including Southeast Asia, particularly Indonesia (Anjarini, 2020). In Indonesia, cancel culture has begun to attract greater attention among young people who actively engage in social media (Jaafar & Herna, 2023; Kurniawan et al., 2022; Marinovic et al., 2022; Purnamasari, 2022; Van Grunsven & Marin, 2024). This phenomenon is also relevant within the context of social studies (IPS), which covers various aspects such as history, geography, economics, and sociology, aiming to equip students with an understanding of complex social issues. In this context, cancel culture significantly influences how students perceive and engage with intricate social issues (Kuntari, 2019).

Social studies plays a crucial role in developing students' critical and analytical thinking skills, which are essential for navigating contemporary issues like cancel culture (Zahro, 2023). However, challenges arise when students are exposed to one-sided or extreme narratives, potentially shaping their views in an imbalanced manner (Priyadi et al., 2024). Given that the goal of social studies is to foster critical thinking, civic engagement, and an understanding of social values, incorporating discussions about cancel culture into the curriculum opens opportunities to explore the role of education in promoting inclusivity, respecting diverse perspectives, and encouraging responsible social media use (Aulia & Wandini, 2023; Kuntari, 2019).

Despite its growing relevance, research exploring the relationship between cancel culture and social studies in Indonesia remains highly limited, with minimal academic attention to its implications within an educational framework. Some studies have begun to highlight the connection between cancel culture and education, particularly within social sciences (Berghel, 2021; Marcoci & Oprea, 2024a). This is because cancel culture increasingly influences various sectors of society and has the potential to significantly impact social education and students' character development. Several studies have examined the effects of cancel culture on critical thinking in the classroom, particularly through the implementation of dialogue-based and open discussion learning models (Gani & Hidayat, 2024; Setyorini & Suwandi, 2024; Strossen, 2020). Other research has identified how cancel culture plays a role in the influence of social media on classroom learning, both in raising social awareness and in restricting freedom of expression (Khairunniza et al., 2023; Norris, 2020).

A literature review reveals that research focusing on identifying and analyzing the development of cancel culture using bibliometric analysis remains scarce (Van Grunsven & Marin, 2024). Currently, relevant studies continue to evolve in areas such as education, politics, freedom of speech, digital platforms, and accountability (Bozzi, 2025; Diether et al., 2024; Picarella, 2024; Sailofsky, 2022). However, no study has specifically explored the dynamics of cancel culture within the context of social studies. Research related to social studies has primarily focused on enhancing students' social skills through classroom interactions, without addressing how cancel culture shapes critical thinking and attitudes toward pluralism among students (Suprijono et al., 2025). Although this topic is relatively new, some discussions have begun linking cancel culture with social studies at the secondary school level (Amalina et al., 2023; Widhiarcani, 2024).

The cancel culture phenomenon does not only affect social relationships but also influences how society interacts with social concepts (Semenova, 2023; Traversa et al., 2023). To conduct an in-depth analysis of previous studies, researchers require a comprehensive literature review to develop meaningful and impactful future research plans. One widely used method for this purpose is bibliometric analysis. By focusing on relevant publications and studies, bibliometric analysis can evaluate and reveal the evolutionary dynamics of a large number of publications in a given field while highlighting emerging areas of interest.

In the context of cancel culture and social studies, bibliometric analysis provides a clearer picture of how this phenomenon influences social dynamics within educational settings and offers recommendations for future research. This analysis explores the dynamics of cancel culture in the broader educational context by identifying trends, patterns, and gaps in the existing literature. The primary objective of this study is to trace bibliographic metadata related to cancel culture in the context of social studies. Through bibliometric analysis, this research aims to identify gaps in the literature, highlight areas requiring further attention, and provide

recommendations for future studies that can deepen the understanding of how cancel culture is discussed and analyzed within social studies.

METHOD

This study employs a quantitative approach using the literature review method. This approach allows researchers to deepen their understanding of previous studies within a specific field, facilitating the identification of existing gaps in an innovative manner – whether from empirical, theoretical, methodological, knowledge, application, or population aspects – as well as potential projections for future research. Several inclusion criteria were applied in this study, including the year of publication, article language, article type (such as conceptual papers, randomized controlled trials, etc.), and journal sources. The inclusion criteria established for this study include the publication year (2002–2025), article type (journal articles), and title keywords ("Cancel Culture in Social Studies").

Data Collection

The data collection process was conducted on August 2, 2025, using the Scopus database with the title words "Cancel Culture in Social Studies." The search results identified a total of 68 articles published between 2002 and 2025. To facilitate co-occurrence analysis, several search limitations were applied using the query: title-abs-key ("cancel" and "culture" and "in" and "social" and "studies") and (limit-to (doctype, "ar")) and (limit-to (srctype, "j")) and (limit-to (language, "english")).The collected papers were then verified based on their authors, titles, abstracts, publications, and types using the Mendeley Reference Manager to eliminate duplicates and ensure that the analyzed data met the required criteria. As a result, the identified articles were found only within the 2020–2025 period, reducing the total number to 43 articles. This reduction indicates that applying more specific criteria helps narrow the research focus and enhances the relevance of search results to the studied topic.The selected articles were subsequently exported in Comma-Separated Values (CSV) format to ensure compatibility with VOSviewer for further analysis. Additionally, general bibliometric metrics of the publications were analyzed using Publish or Perish software (Table 1). The theories underlying this article encompass three main approaches: (1) the theory of social construction and communication, as proposed by Berger & Luckmann (2016), which is used to understand cancel culture as a social phenomenon shaped through interaction and public communication. (2) the theory of power, as explained by Michel Foucault (2019), which is utilized to analyze how cancel culture operates within social and political contexts. (3) the theory of digital ethics, developed by Luciano Floridi (2019), which plays a role in providing recommendations on education strategies based on digital literacy.

Tabel 1
Citation Metrics

<i>Data</i>	<i>Frekuensi</i>
<i>Bibliografi</i>	
<i>Publication</i>	2020-2025
<i>Years</i>	
<i>Citation Years</i>	5 (2020-2025)
<i>Papers</i>	43
<i>Citations</i>	405
<i>Cites/year</i>	81.00
<i>Cites/paper</i>	9.42
<i>Cites/author</i>	315.17
<i>Papers/author</i>	24.41
<i>Authors/paper</i>	2.40
<i>h-index</i>	9
<i>g-index</i>	19
<i>hI,norm</i>	6
<i>hI,annual</i>	1.20
<i>hA-index</i>	7

Sumber: Publish or Perish

Data Analysis

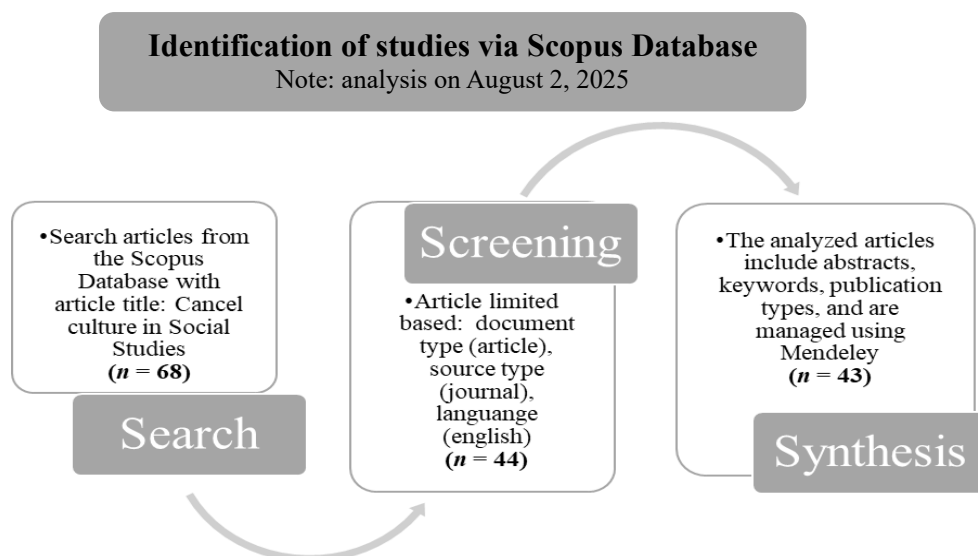
The bibliometric study, conducted using a quantitative approach, aims to measure, analyze, and track bibliographic metadata on cancel culture within the context of social studies education across various literature components. The data obtained through Publish or Perish (PoP) was first verified using Mendeley before being further analyzed with VOSviewer.

According to Umar Bukar, Md Shohel et al. (2023), VOSviewer strongly emphasizes graphical representation of bibliometric maps. The software's functionalities are particularly useful for visualizing large bibliometric networks in an easily interpretable manner. VOSviewer consists of three main components. First, it provides an overview of its functionalities, which are used to generate bibliometric maps. Second, it includes a technical implementation of specific program elements. Lastly, VOSviewer demonstrates its ability to handle mapping through the creation and visualization of citation maps for the 43 selected scientific articles.

To extract bibliographic metadata, VOSviewer applies the following parameters: (1) Type of analysis (Co-occurrence analysis) (2) Unit of analysis (All keywords) (3) Counting method (Full counting) (4) Minimum number of occurrences of a keyword (Two documents). These parameters ensure that the analysis provides an in-depth overview of how cancel culture is researched within the field of social studies education, revealing trends, key research topics, and potential gaps in the literature.

RESULT AND DISCUSSION

The results obtained from the Scopus database indicators were analyzed to reveal the current state of scientific literature and bibliographic metadata related to cancel culture within the context of social studies. This section presents an in-depth review of the findings from 43 articles indexed in Scopus, focusing on cancel culture to address the research questions.



Source : Author's elaboration based on Scopus database

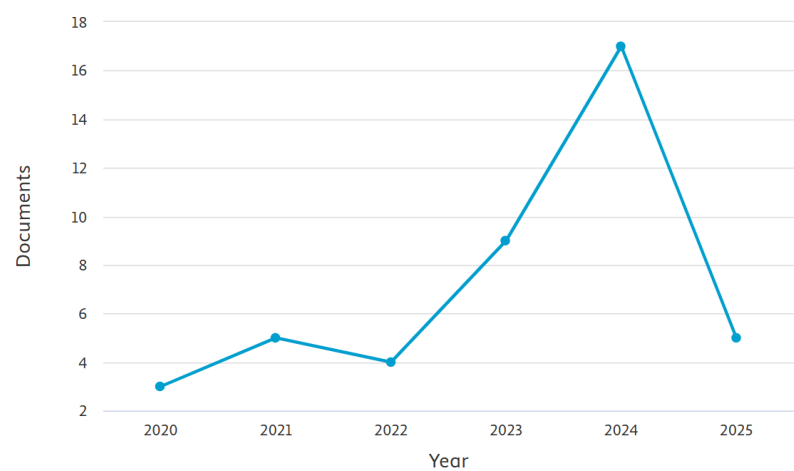
The influential aspects of cancel culture within the context of social studies education were analyzed based on publication year, subject area, country or territory, and funding sponsor. A detailed description of the findings is presented in response to the following research questions:

RQ1: What are the bibliographic metadata characteristics of research on cancel culture in social studies based on bibliometric analysis?

RQ2: What are the existing gaps in the literature regarding cancel culture in social studies?

RQ3: What research directions can be developed to enhance understanding in this field?

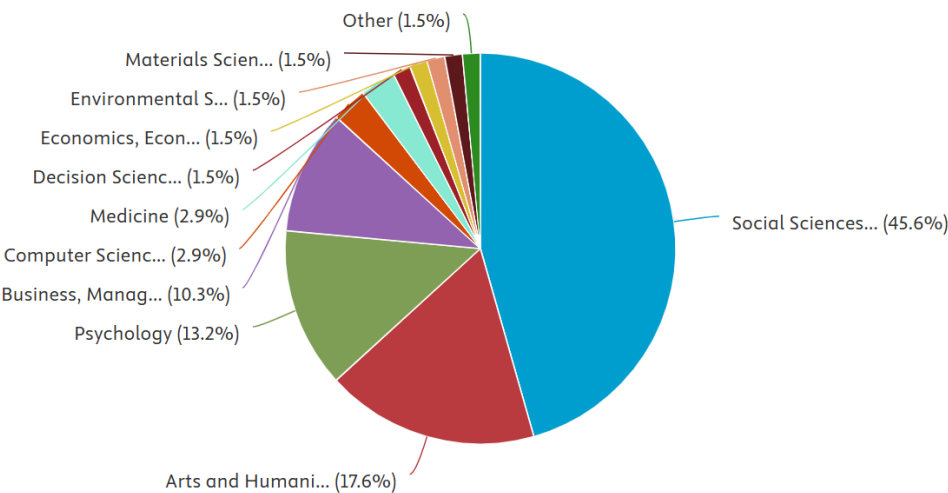
Documents by Year



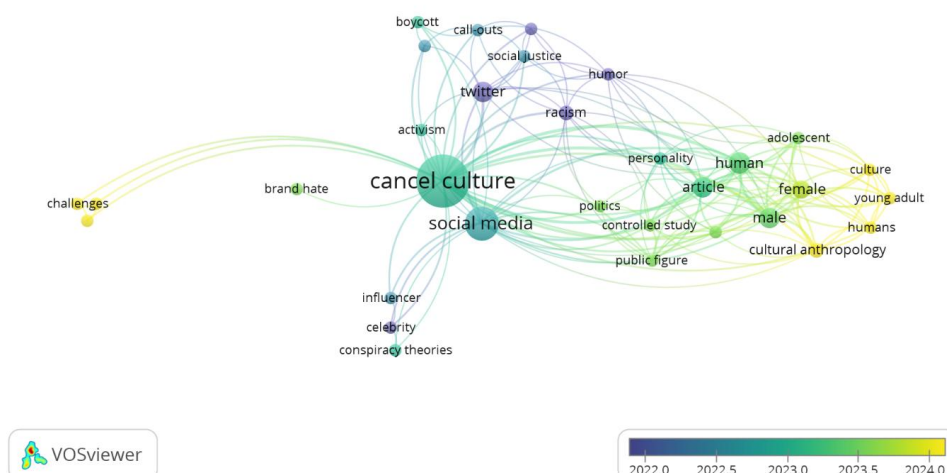
Source: Author’s elaboration based on Scopus database

Based on the analysis of the Scopus database, research on cancel culture relevant to social studies has been documented since 2020. Since its emergence, the publication trend has shown a fluctuating pattern, reflecting the dynamic academic attention to this topic over different periods. In 2020, the number of publications on cancel culture in social studies was still limited, as the concept was relatively new in academic studies, particularly in the context of education. This trend began to increase in 2021, indicating initial academic interest in exploring the implications of cancel culture in educational settings. However, in 2022, there was a decline in the number of publications, likely due to a shift in research focus or reduced academic attention to this issue during that year. Despite the decline, research on this topic saw a significant surge in 2023, reaching its peak in 2024. The year 2024 recorded the highest number of publications, indicating that during this period, cancel culture in the context of social studies became an increasingly discussed topic. As of early 2025, the number of recorded publications is nearly the same as in 2021, suggesting that academic interest in this topic remains stable and has the potential to continue growing throughout the year. If this trend persists, the number of publications in 2025 may match or even surpass the figures from the previous year. The increasing publication trend highlights the significant development of research on cancel culture in the context of social studies in recent years. The surge in publications in 2023 and 2024 reinforces the growing academic focus on this issue. The fluctuations in publication numbers over the past few years also reflect the dynamic nature of cancel culture as an educational issue.

Documents by Subject Area



Based on the analysis of the Scopus database, research on cancel culture relevant to social studies is distributed across various fields, reflecting the multidisciplinary nature of this topic. Articles discussing cancel culture in the context of social studies education or related fields are found in Social Sciences, Arts and Humanities, Psychology, Business, Management and Accounting, Computer Science, Medicine, Decision Sciences, Economics, Econometrics and Finance, Environmental Science, Materials Science, and Multidisciplinary studies. Among these fields, Social Sciences ranks highest in discussing the phenomenon of cancel culture within the context of social studies. This is unsurprising, given that social sciences encompass a broad study of human interactions, social structures, culture, and the impact of social changes on individuals and society. Cancel culture, as a social phenomenon linked to power dynamics, social norms, social justice, and public communication practices, is highly relevant to this field. In the context of social studies, this study becomes crucial as the discipline itself aims to develop individuals who are critical of social phenomena, understand various perspectives, and evaluate the social and cultural impacts of movements or phenomena, including cancel culture. Psychology ranks second in terms of the number of publications related to this topic. This can be attributed to the psychological impact of cancel culture on individuals and groups, affecting both those who are canceled and those involved in the practice. Social psychology, for instance, explores how group pressure, social identity, and interpersonal dynamics contribute to the emergence of this phenomenon. In social studies, psychological approaches are particularly relevant for understanding how cancel culture influences students' thinking patterns, character development, and critical attitudes toward evolving social issues. Business, Management and Accounting, along with Computer Science, occupy the third position in the number of publications discussing cancel culture. In business and management, cancel culture is often examined in relation to corporate reputation, business ethics, and the influence of public opinion on business sustainability. For example, research explores how companies respond to consumer boycotts due to certain issues or how crisis management strategies are implemented when an executive faces cancellation due to controversial statements or actions. On the other hand, in Computer Science, research on cancel culture focuses on the role of technology and social media in amplifying this practice, how algorithms contribute to opinion polarization, and how moderation systems on digital platforms filter or restrict the spread of hate speech and cancellation campaigns against individuals or groups. Beyond these primary fields, discussions on cancel culture in the context of social studies also emerge in other disciplines such as Economics, Decision Sciences, Environmental Science, and Materials Science, although in smaller numbers. This indicates that the phenomenon is not limited to social and psychological aspects but also has broader implications, including policy decision-making, economic dynamics, and sustainability concerns. The distribution of publications confirms that cancel culture is a complex phenomenon with strong connections to various aspects of life, particularly in social studies, which aims to foster critical understanding of social, cultural, and economic phenomena. The dominance of publications in Social Sciences and Psychology further emphasizes that this issue is not only an academic concern but also has tangible implications for social dynamics and learning in educational environments.



Source: Author's elaboration based on VOSviewer software (Overlay Visualization)

Based on the results of an analysis using the VOSviewer software in Overlay Visualization, research developments on cancel culture in the context of social studies (IPS) or relevant fields show an interesting thematic evolution pattern from 2020 to 2024. This pattern illustrates how academic debates on cancel culture have evolved from one aspect to another, reflecting changes in social dynamics and the influence of technology on this phenomenon.

In the early stages, studies on cancel culture in the context of social studies education focused on discussions occurring on social media platforms, particularly Twitter. This was evident in the 2022 analysis, which indicated that Twitter served as the initial focal point for academic exploration of this phenomenon. This is unsurprising, considering that Twitter is often used as a primary platform for social campaigns, public discussions, and mass mobilization in support of or against individuals or institutions. Here, the concept of cancel culture began to be explored in greater depth, especially regarding how individuals or specific groups could quickly face social and professional consequences due to public opinion formed on digital platforms.

As discussions progressed, research expanded beyond Twitter as the primary space for cancel culture and began to encompass broader discussions on the roles of "digital media," "boycott," "call-outs," "social media," "influencer," and "celebrity." Between 2022 and 2023, numerous studies highlighted how cancel culture was used as a strategy by certain groups to demand accountability for actions or statements deemed unethical or controversial. Additionally, the role of celebrities, influencers, and public figures in reinforcing or opposing this phenomenon became increasingly relevant in academic discussions.

By 2023, research on cancel culture underwent a significant shift. While previous studies primarily focused on social media platforms and the actors involved, discussions began to include psychological aspects, individual identity, and broader social impacts. Some key terms that emerged in the VOSviewer analysis during this period included "personality," "adolescent," "female," "male," "politics," "public figure," and "offender."

This development indicates that cancel culture was no longer being examined solely from the perspective of social media but also in terms of its impact on specific groups, including gender (female/male), age (adolescent), and public figures who became primary targets in politics and popular culture. This underscores that cancel culture does not only exist in the digital world but also has real effects on individuals and groups in society.

Interestingly, by mid-2023, academic debates began to suggest that cancel culture is not merely a negative phenomenon that harms certain individuals or groups. Instead, some studies proposed that cancel culture could be analyzed as part of a "controlled study," meaning that this phenomenon has the potential to be scientifically examined and regulated within certain boundaries to be better understood and managed. In the context of social studies, these findings are relevant as they suggest that studies on cancel culture can be used to educate students about digital ethics, freedom of expression, and the distinction between constructive criticism and harmful cancelation.

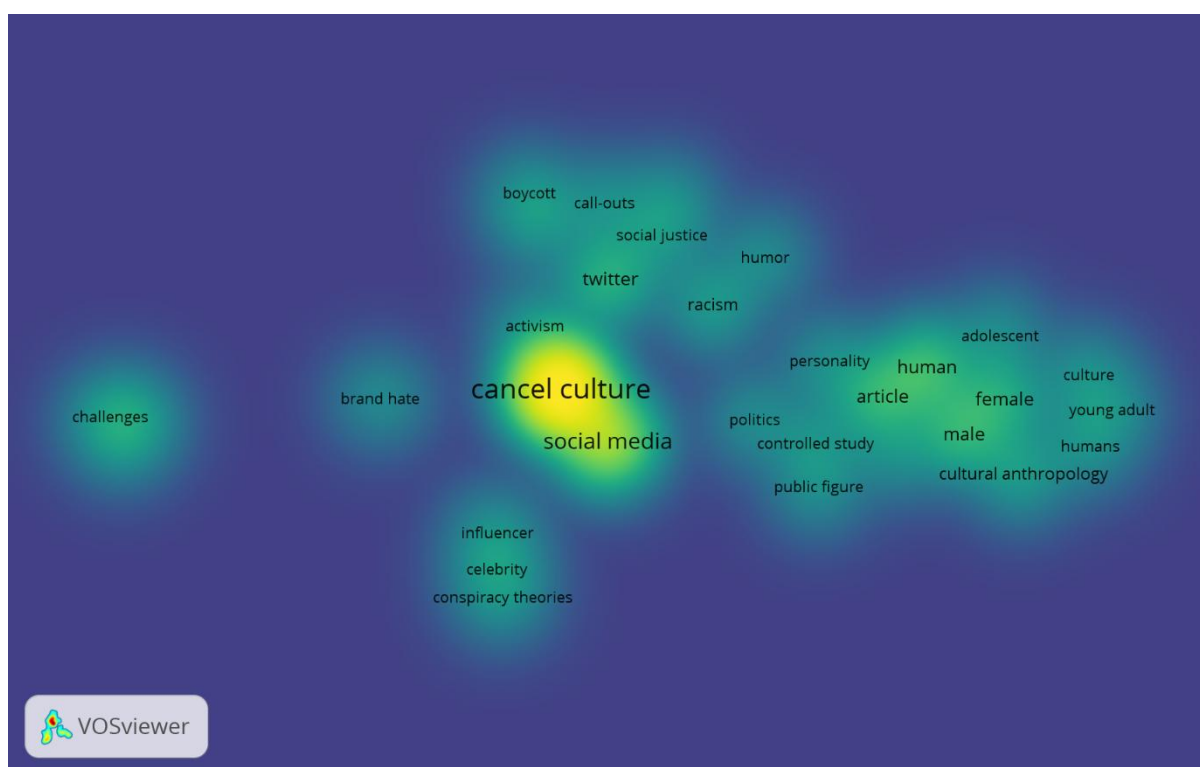
Entering 2024, research on cancel culture has become increasingly specialized and in-depth in its analysis. Studies have not only focused on its social and psychological impacts but have also begun integrating digital technology dimensions and broader cultural implications. Some new keywords that emerged in the VOSviewer analysis include "challenges," "digital age," "culture," "young adult," and "cultural anthropology."

The emergence of the keyword "digital age" reinforces the growing academic awareness of how technological advancements have played a role in accelerating and amplifying the impact of cancel culture. Digital technology, with algorithms that allow information to spread rapidly, has made the process of canceling an individual or institution more massive and instantaneous than ever before.

Furthermore, discussions on "young adult" highlight that teenagers and young adults are highly vulnerable to the effects of cancel culture. In the context of social studies, this is relevant because today's younger generation heavily relies on social media as their primary source of information. Therefore, it is crucial for the education sector to equip them with critical thinking skills in responding to social phenomena like this. The inclusion of "cultural anthropology" in cancel culture research suggests that this phenomenon is now being studied as part of a broader

evolution of digital culture. A cultural anthropology approach enables scholars to understand how cancel culture practices develop across different communities and how social norms shape the ways societies respond to misconduct or behavior deemed inappropriate.

The findings from this VOSviewer analysis are highly relevant in the context of social studies, which aims to cultivate students' critical understanding of evolving social phenomena. In social studies learning, studies on cancel culture can be leveraged to enhance digital awareness, teach the balance between freedom of speech and accountability, explore psychological and social impacts, discuss technological developments, and examine cultural shifts. In the educational context, this phenomenon is not merely a social media trend but also a significant subject of study that can help students understand shifts in social, cultural, and political values in today's global society. As technology and digital media continue to evolve, research on cancel culture in social studies will remain a relevant and important topic for further exploration.



Source: Author's elaboration based on VOSviewer software (Density Visualization)

Based on the analysis using VOSviewer in Density Visualization, it is evident that research on cancel culture in the context of social studies, or topics relevant to social studies, has experienced significant development over the past five years (2020–2024). This analysis highlights the distribution of research density based on the number of articles examining each related topic. The colors in this density visualization indicate the frequency of studies conducted on a particular topic, with bright yellow representing the most frequently researched topics, while dim yellow to green signifies topics that have received relatively little attention in research.

In the results of the density visualization, two topics that have been most extensively studied in relation to cancel culture are “cancel culture” and “social media.” These two topics are marked by large bright yellow areas, indicating that the relationship between cancel culture and social media has been the primary focus of research in recent years.

This phenomenon is highly logical, considering that cancel culture itself is rooted in social dynamics on digital platforms, where social media serves as a primary tool for disseminating information and mobilizing mass support or opposition against an individual or institution. Platforms such as Twitter, Instagram, TikTok, and YouTube have become the main arenas for

cancel culture, manifesting in digital campaigns, boycotts, and call-outs against individuals or groups deemed to have committed misconduct.

In the context of social studies, the significant volume of research on these two topics suggests that many scholars are striving to understand how social media influences public opinion, social norms, and the concept of accountability in the digital society. This research also reflects the importance of digital literacy education in social studies learning, enabling students to comprehend both the positive and negative impacts of social media in shaping social behavior.

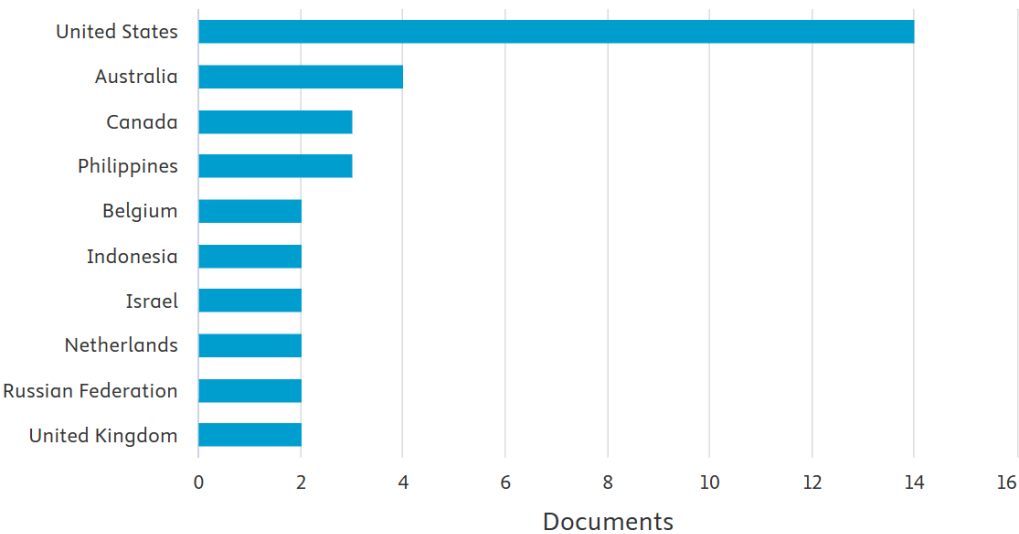
Although research on cancel culture and social media is already extensive, there are still several emerging topics that have yet to be widely explored. Two of these are “digital age” and “digital media,” which appear in the Density Visualization analysis with dim yellow coloring and smaller sizes. This indicates that research on the impact of the digital era on cancel culture remains relatively underexplored. However, with the rapid advancement of technology, the phenomenon of cancel culture cannot be separated from social media algorithms, the fast-paced dissemination of information, and the role of artificial intelligence (AI) in determining who is deemed “worthy” of being canceled.

In the context of social studies education, the intersection between the digital era and cancel culture should be a crucial concern, particularly in equipping students with an understanding of how information on social media is curated, how misinformation spreads, and how digital ethics can be applied in navigating social dynamics in the online world.

Aside from the two main topics (cancel culture and social media), several other topics appear in the Density Visualization analysis with dim yellow coloring, indicating that research on these topics exists but remains limited. Some of these include “social justice,” “call-outs,” “young adult,” “controlled,” “challenges,” “boycott,” and others. While these topics are not as prominent as cancel culture and social media, their presence in the visualization signifies that academic discussions on cancel culture have begun expanding into various other aspects, including social justice, adolescent psychology, and the economic and political impacts of cancel culture.

The findings of this analysis have strong implications in the context of social studies, as they demonstrate that cancel culture is not merely a social media phenomenon but also encompasses complex social, political, and cultural dimensions. Several key points that can be derived from this visualization for social studies learning include the importance of digital literacy in education, an understanding of social justice and digital ethics, studies on the impact of cancel culture on adolescents and young adults, and interdisciplinary research connecting culture, technology, and social behavior. In the context of social studies education, these findings suggest that research on cancel culture can provide valuable insights for students in understanding how social phenomena evolve in the digital era.

Documents by Country or Territory



Based on the analysis of the Scopus database, research on cancel culture in the context of social studies or topics relevant to social studies has been most extensively studied in the United States. The U.S. ranks first in the number of publications, reflecting the significant attention academics have given to this phenomenon, particularly in understanding its impact on society, the education system, and other social and cultural aspects. This is unsurprising, given that cancel culture first emerged and developed in the United States, primarily through social media platforms such as Twitter and Facebook. Many studies from this country explore how the phenomenon influences the development of social values, individual identity within society, and intergroup interactions in educational settings. Additionally, academic freedom and censorship in educational institutions have been major concerns in studies conducted by U.S. scholars.

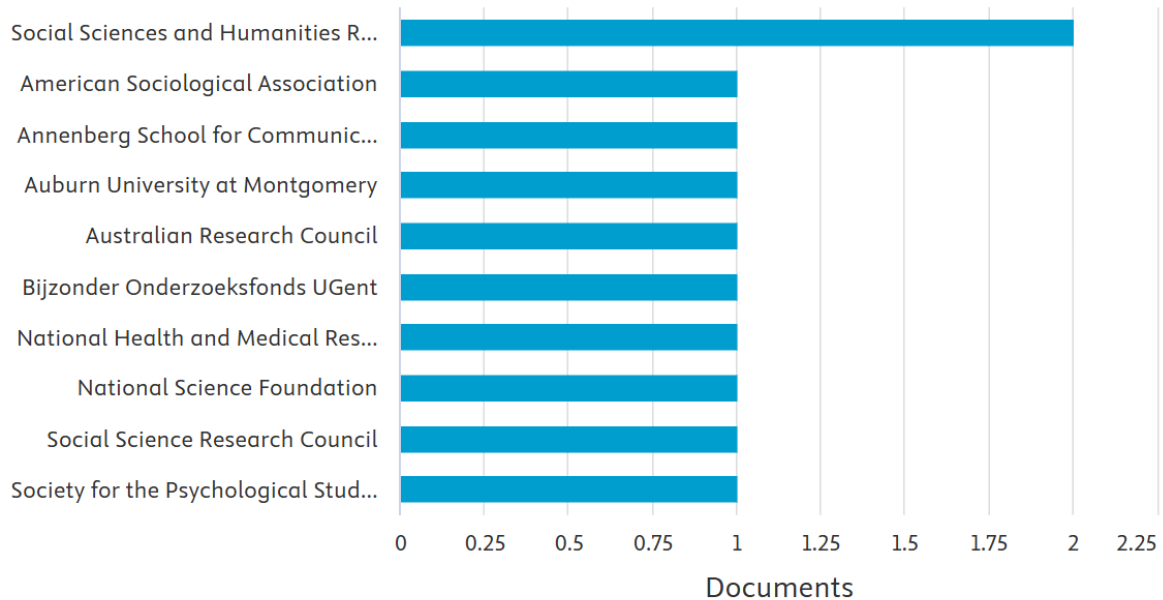
In second place, Australia is the country with the highest number of publications after the United States. The phenomenon of cancel culture in Australia is often linked to academic debates, freedom of speech, and the influence of global culture on the national education system. In the context of social studies, many studies discuss how this phenomenon shapes students' understanding of diversity, colonial history, and the challenges of creating an inclusive learning environment.

Next, in third place are Canada and the Philippines, both of which have a significant number of publications related to cancel culture in social studies. Canada, as a country with an education system based on cultural diversity, has produced numerous studies examining the impact of cancel culture on academic freedom, campus policies, and social interactions within educational environments. Meanwhile, in the Philippines, the phenomenon is more frequently studied in relation to social media, education, and politics. Several studies in the country highlight how students and society understand cancel culture in the context of digital ethics, freedom of speech, and social media regulations.

In addition to these countries, several others have also contributed to research on cancel culture in social studies, although with fewer publications. Countries such as Belgium, Indonesia, Israel, the Netherlands, Russia, and the United Kingdom have shown increasing interest in this topic. Belgium's research primarily examines the relationship between European Union social policies and the impact of cancel culture on the education system. In Indonesia, studies on cancel culture are still in their early stages and mostly focus on how the phenomenon influences netizen behavior and social dynamics on digital platforms. Israel explores the impact of cancel culture in the context of politics and social conflicts, while the Netherlands focuses more on legal aspects and social policy. Russia examines cultural comparisons between Western countries and their influence on public opinion, whereas in the United Kingdom, many studies discuss how this phenomenon affects academic policies and freedom of speech at universities.

This analysis highlights that research on cancel culture in social studies education is predominantly conducted in Western countries, particularly the United States, Australia, Canada, and the Philippines. Meanwhile, other countries are beginning to show interest in the phenomenon, albeit on a smaller scale. These studies reflect the broad impact of cancel culture on education systems, academic freedom, and digital literacy. The growing body of research across different countries indicates that this phenomenon will continue to be a significant academic concern, particularly in understanding how social change and digital culture influence education systems worldwide.

Documents by Funding Sponsor



Source: Author's elaboration based on Scopus database

Based on the analysis of the Scopus database, various funding institutions have contributed to research on cancel culture in the context of social studies or research relevant to social studies. Some of the major sponsors recorded in this study include the Social Sciences and Humanities Research Council of Canada, the American Sociological Association, the Annenberg School for Communication and Journalism at the University of Southern California, Auburn University at Montgomery, the Australian Research Council, Bijzonder Onderzoeksfonds Ugent, the National Health and Medical Research Council, the National Science Foundation, the Social Science Research Council, and the Society for the Psychological Study of Social Issues.

Among these funding institutions, the Social Sciences and Humanities Research Council of Canada has been recorded as the most significant contributor in funding research related to cancel culture. This indicates that Canada, through its academic funding bodies, places considerable emphasis on the phenomenon of cancel culture, particularly in the fields of social sciences and humanities. Cancel culture is often examined in the context of social dynamics, cultural diversity, academic freedom, and the role of digital media in shaping public opinion. With substantial funding support, research originating from this institution enables a deeper understanding of the social, political, and educational impacts of this phenomenon.

Additionally, other funding institutions such as the American Sociological Association and the Annenberg School for Communication and Journalism at the University of Southern California also play an essential role. These institutions focus on sociology, communication, and journalism studies, which are highly relevant in understanding how cancel culture develops within social media and public discourse. The role of media as the primary medium for disseminating cancel culture practices has been a central concern in many studies, particularly in analyzing how this phenomenon affects individuals, social groups, and even educational policies.

Meanwhile, the Australian Research Council is also one of the primary sponsors of this research, demonstrating that Australia is academically engaged in discussing cancel culture, particularly in the context of education and public policy. This institution funds research that highlights the impact of cancel culture on academic freedom, inclusive policies in campus environments, and shifting social norms in the education system.

There are also funding institutions from Europe, such as Bijzonder Onderzoeksfonds Ugent, which support academic research related to social phenomena and public policy. On the other hand, institutions such as the National Science Foundation and the National Health and Medical Research Council indicate that the mental health and psychosocial impacts of cancel culture are also gaining attention in scientific research. Issues such as social pressure, digital anxiety, and the psychological effects of cancel culture practices are becoming increasingly prominent in various multidisciplinary studies.

The analysis of the "Documents by Funding Sponsor" aspect plays a crucial role in strengthening the understanding of the direction of research development related to cancel culture. By identifying which institutions provide funding, we can understand the academic fields receiving the most support and the research priorities that are emerging. If a topic receives substantial funding from social sciences and humanities institutions, it can be assumed that the research approach is primarily based on social, cultural, and communication aspects. However, if a study is funded by health or science institutions, it is likely to examine psychological impacts, mental health, or the effects of digital technology on society.

Furthermore, this analysis helps other researchers identify funding opportunities for their future studies. By observing existing funding patterns, researchers can determine which institutions may support their research on cancel culture, particularly in the context of social studies. The findings from this analysis suggest that cancel culture is not merely a social phenomenon but has also become a widely funded research topic by various academic and global research institutions. The contributions of funding bodies in the fields of social sciences, communication, health, and educational policy prove that this phenomenon has far-reaching impacts on multiple aspects of life, including the education system, freedom of speech, social dynamics, and individuals' psychological well-being in the digital era.

DISCUSSION

This study offers a distinct novelty by being among the first bibliometric investigations to specifically situate cancel culture within the disciplinary boundaries of social studies (IPS), rather than treating it as a general communication, sociology, or media phenomenon. While numerous bibliometric studies have been conducted on cancel culture in isolation, none have previously combined VOSviewer co-occurrence, overlay, and density visualization with Publish or Perish citation metrics to trace how cancel culture research intersects with social studies education across the 2020–2025 period using Scopus-indexed data. This approach allows the study to reveal not only descriptive bibliographic metadata but also the trajectory of thematic evolution, from social-media-centered discourse toward psychological, identity-based, and digital-ethics-oriented inquiry, that has not been systematically documented in previous cancel culture literature.

The main findings of this study confirm that research on cancel culture relevant to social studies has grown substantially since 2020, reaching its peak in 2024, and is dominated by the Social Sciences field, followed by Psychology, Business, Management and Accounting, and Computer Science. Geographically, publications are concentrated in the United States, Australia, Canada, and the Philippines, while Indonesia remains an emerging but still limited contributor. Funding is largely driven by institutions such as the Social Sciences and Humanities Research Council of Canada and the American Sociological Association. The VOSviewer overlay visualization further reveals a thematic shift from social-media-centered discussions (2020–2022) to psychological and identity-related concerns (2023), and eventually toward digital age, young adult, and cultural anthropology themes (2024), while the density visualization confirms that "cancel culture" and "social media" remain the most researched nodes, leaving "digital age," "digital media," and "social justice" comparatively underexplored. Collectively, these findings answer the three research questions posed in this study and underline that although cancel culture research is expanding rapidly, its specific intersection with social studies pedagogy remains a nascent and underdeveloped area.

These findings both align with and diverge from previous studies on cancel culture. The dominance of social media, particularly Twitter, as the primary thematic anchor in the early stages of the research trajectory corresponds with Tandoc et al. (2024), who examined definitions and motivations of #CancelCulture, and Sailofsky (2022), who analyzed Twitter

responses within the framework of masculinity and woke capitalism. The subsequent shift toward psychological and identity-related themes identified through the overlay visualization is consistent with Diether et al. (2024), who framed cancel culture through value framing and group identity, and Traversa et al. (2023), who demonstrated its collectively validating function for groups experiencing harm. The emergence of "digital age" as an underexplored yet growing theme parallels Picarella (2024), who examined the intersection of cancel culture, fake news, and digital society, as well as Van Grunsven and Marin (2024), who highlighted the technosocial risks faced by teenagers. However, divergence is evident in disciplinary scope: Bozzi (2025) situates cancel culture within entertainment and media infrastructure, while Marcoci and Oprea (2024b) narrow their focus to campus free speech, and neither study explicitly connects cancel culture to social studies curricula, reinforcing the literature gap this study addresses. The geographic dominance of the United States and Australia found here also corroborates Berghel (2021) and Kurniawan et al. (2022), both of which examine cancel culture within Western academic freedom discourse, whereas Indonesian-focused studies such as Anjarini (2020) and Widhiarcani (2024) remain comparatively limited, consistent with the modest but growing Indonesian output identified in this analysis.

The consistencies observed with Tandoc et al. (2024), Sailofsky (2022), and Diether et al. (2024) likely stem from a shared reliance on social media platforms, particularly Twitter/X, as the primary empirical site of investigation, since cancel culture is inherently mediated through networked publics whose data are the most accessible and archivable for both bibliometric and qualitative analysis. Similarly, the consistency with Berghel (2021) and Kurniawan et al. (2022) regarding the dominance of the United States and other Western countries may be attributed to structural factors such as broader Scopus-indexed journal coverage, larger research funding allocations, and more established academic freedom discourse within Anglophone higher education systems. The differences that emerge, however, are largely attributable to methodological and contextual factors. Qualitative or case-based studies, such as Bozzi (2025) and Marcoci and Oprea (2024), prioritize depth over breadth and therefore surface issue-specific dynamics, such as celebrity infrastructure or campus speech policy, that are not easily captured through a keyword co-occurrence approach, whereas this bibliometric study privileges macro-level pattern detection across a larger corpus of literature. Differences in population and disciplinary context also play a role: Indonesian studies such as Anjarini (2020) and Widhiarcani (2024) are grounded in local ethical, social, and political framings rather than education-sector applications, which explains their limited visibility within a search strategy anchored specifically to "social studies" terminology, despite Indonesia's growing netizen-driven cancel culture discourse.

The contribution of this study lies in producing the first empirically mapped research agenda that explicitly connects cancel culture to social studies education, translating VOSviewer's thematic clusters, including social media, digital age, young adult, and cultural anthropology, into a structured understanding of how the phenomenon can be pedagogically leveraged. Unlike prior bibliometric studies that remain centered on communication or psychology, this research foregrounds the educational relevance of underexplored nodes such as digital age, digital media, and cultural anthropology, positioning them as concrete entry points for curriculum development in digital literacy, ethics, and civic education. In doing so, this study fills the gap identified by Van Grunsven and Marin (2024) and Suprijono et al. (2025) regarding the scarcity of bibliometric and pedagogical linkage in this domain, offering a novel evidence base from which social studies scholars and curriculum designers can draw to develop more responsive and contextually grounded educational strategies.

The findings of this study carry practical, academic, and policy implications. Practically, they suggest that digital literacy and cancel-culture-related content should be integrated into social studies curricula to help students critically evaluate online accountability, boycott dynamics, and misinformation. Academically, the identification of underexplored clusters, namely digital age, digital media, social justice, and cultural anthropology, signals fertile ground for future interdisciplinary research bridging bibliometrics, media studies, and educational theory. From a policy perspective, given that research funding is currently concentrated among social sciences and humanities institutions in Western countries, policymakers and funding bodies in developing countries, including Indonesia, are encouraged

to allocate resources toward context-specific research examining how cancel culture intersects with local educational systems and character education goals. Future research should pursue empirical, classroom-based studies on student and educator responses to cancel culture, cross-cultural comparative bibliometric analyses, and the development of digital-ethics curricula grounded in the thematic trajectory identified in this study, thereby extending the present bibliometric mapping into applied educational practice.

CONCLUSION

A bibliometric analysis using the Scopus database in research examining cancel culture in the context of social studies reveals a significant upward trend in recent years, particularly from 2020 to 2024. This research is predominantly categorized under the field of Social Sciences, followed by Psychology, Business, Management and Accounting, and Computer Science. The dominance of social sciences indicates that cancel culture is primarily understood as a social phenomenon related to societal dynamics, digital media, and its impact on educational institutions and academic freedom. In terms of geographical distribution, studies on cancel culture in social studies education are most commonly conducted in the United States, Australia, Canada, and the Philippines. These countries place great emphasis on issues of free speech, social media dynamics, and the cultural implications of digital environments in education. Meanwhile, Indonesia has begun to show interest in examining this phenomenon, although the number of studies remains relatively limited. The analysis of "Documents by Funding Sponsor" indicates that research funding on cancel culture predominantly comes from institutions focused on social sciences and humanities, such as the Social Sciences and Humanities Research Council of Canada and the American Sociological Association. This suggests that social, psychological, and communication perspectives are the primary focus in understanding this phenomenon, while the educational approach remains less dominant. The gap in literature concerning cancel culture in social studies is evident in the limited number of studies that directly link this phenomenon to classroom teaching and learning. While many studies discuss the social and psychological impacts of cancel culture, few explore how it affects educational practices, school policies, and the development of social values within formal education systems. Additionally, research addressing cancel culture within the context of educational policies in developing countries remains scarce. Based on this analysis, future research recommendations should focus on several aspects, including: (1) a deeper exploration of the impact of cancel culture on the social studies curriculum and academic freedom; (2) empirical studies on how students and educators respond to this phenomenon within educational settings; (3) the development of digital literacy-based educational strategies to help students critically understand and navigate cancel culture; and (4) cross-cultural research to examine differences in cancel culture dynamics across various educational systems worldwide. By expanding research coverage in the field of education, cancel culture can be studied more holistically in social studies—not only as a social phenomenon but also as an issue that influences learning, digital ethics, and students' character development in the digital era.

REFERENCES

- Amalina, W., Untari, F. I., & Arafah, S. N. (2023). Mengungkap Cancel Culture Studi Fenomenologis tentang Kebangkitan dan Dampaknya di Era Digital. *INNOVATIVE: Journal of Social Science Research, Volume 3*(Nomor 4), 10384–10402.
- Anjarini, D. N. (2020). Cancel Culture in the Frame of Comparison of Indonesia and South Korea. *Jurnal Scientia Indonesia*, 6(1), 59–82. <https://doi.org/10.15294/jsi.v6i1.36131>
- Aulia, R., & Wandini, R. R. (2023). Karakteristik Mata Pelajaran IPS. *Jurnal Pendidikan Dan Konseling*, 4(20), 1349–1358.
- Bagus, P., Daumann, F., & Follert, F. (2022). Cancel Culture, Safe Spaces, and Academic Freedom: A Private Property Rights Perspective. *SSRN Electronic Journal*, 1–26. <https://doi.org/10.2139/ssrn.4153396>
- Berger, P., & Luckmann, T. (2016). The Social Construction of Reality. In *Social Theory Re-Wired* (p. 13).
- Berghel, H. (2021). A Collapsing Academy, Part II: How Cancel Culture Works on the Academy. *Computer*, 54(10), 138–144. <https://doi.org/10.1109/MC.2021.3099048>

- Bozzi, N. (2025). Platforming the Joe Rogan Experience: Cancel Culture, Comedy, and Infrastructure. *Television and New Media*, 26(1), 74 – 87. <https://doi.org/10.1177/15274764241277476>
- Bukar, U. A., Sayeed, M. S., Razak, S. F. A., Yogarayan, S., Amodu, O. A., & Mahmood, R. A. R. (2023). A method for analyzing text using VOSviewer. *MethodsX*, 11(May), 102339. <https://doi.org/10.1016/j.mex.2023.102339>
- Dershowitz, A. (2020). *Cancel Culture the Latest Attack on Free Speech and Due Process*. Skyhorse.
- Diether, E., Yi, S., Argyle, L. P., & Busby, E. C. (2024). The Political Psychology of Cancel Culture: Value Framing or Group Identity? *Political Research Quarterly*, 77(4), 30–45. <https://doi.org/10.1177/10659129241261374>
- Floridi, L., Cath, C., & Taddeo, M. (2019). Digital Ethics: Its Nature and Scope. In *The 2018 Yearbook of The Digital Ethics Lab* (pp. 9–17).
- Foucault, M. (2019). *Power: The Essential Works of Michel Foucault 1954-1984 Penguin Modern Classics*. Penguin UK.
- Gani, A., & Hidayat, T. (2024). Dialog Komunitas: Menggabungkan Teknologi dan Metodologi Mengajar Inovatif di Sekolah. *Jurnal Pengabdian Masyarakat Sultan Indonesia*, 1(1), 15–23. <https://doi.org/10.58291/abdisultan.v1i1.189>
- Jaafar, G. B., & Herna. (2023). The Impact of Media in Cancel Culture Phenomenon. *Jurnal Komunikasi Ikatan Sarjana Komunikasi Indonesia*, 8(2), 382–390.
- Khairunniza, L. D. E. (2024). *Mendekonstruksi Fenomena Cancel Culture*. Penamuda Media.
- Khairunniza, L. D. E., Maftuh, B., & Setiadi, E. M. (2023). Memahami Hubungan Antara Fenomena Cancel Culture Dan Pembentukan Keterampilan Resolusi Konflik Dalam Pendidikan Ilmu Pengetahuan Sosial (Media Sosial Sebagai Arena Konflik). *Kolaborasi Resolusi Konflik*, 5, 137–150.
- Khairunniza, L. D. E., Nuary, M. G., Saharani, T., Susanti, R. D., Sabrina, H. A., Handani, S. S., Ningsih, T. S., Rokhim, H. N., Tahir, A. B. M., Pangestu, K., & Tarigan, J. M. (2017). Konsep Dasar Pendidikan. In *Universitas Muhammadiyah Surakarta* (Vol. 19, Number 5). Penamuda Media. <https://eprints.ums.ac.id/54929/3/03.BAB1.pdf>
- Kuntari, S. (2019). Relevansi Pendidikan Ips Dalam Arus Globalisasi. *Hermeneutika: Jurnal Hermeneutika*, 5(1), 25. <https://doi.org/10.30870/hermeneutika.v5i1.7389>
- Kurniawan, T., Ngawan, R., Alno, Y., & Herianto, A. (2022). Cancel Culture and Academic Freedom: A Perspective from Democratic-Deliberative Education Philosophy. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 6(1), 1. <https://doi.org/10.21776/ub.waskita.2022.006.01.1>
- Marcoci, A., & Oprea, A. (2024a). Freedom of speech on campus. *Philosophical Quarterly*, 74(4), 1251 – 1273. <https://doi.org/10.1093/pq/pqae095>
- Marcoci, A., & Oprea, A. (2024b). Freedom of Speech on Campus. *The Philosophical Quarterly*, 74(4). <https://doi.org/10.1093/pq/pqae095>
- Mardeson, E., & Mardesci, H. (2022). Fenomena Boikot Massal (Cancel Culture) Di Media Sosial: The Phenomenon of Cancel Culture on Social Media. *Jurnal Riset Indragiri*, 1(3), 174–181.
- Marinovic, I., Cianciaruso, D., & Guttman, I. (2022). Cancel Culture and Social Learning. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4011359>
- Norris, P. (2020). Closed Minds? Is a ‘Cancel Culture’ Stifling Academic Freedom and Intellectual Debate in Political Science? *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3671026>
- Nuary, M. G., Saharani, T., Susanti, R. D., Sabrina, H. A., Handani, S. S., Ningsih, T. S., Khairunniza, L. D. E., Rokhim, H. N., Tahir, A. B. M., Pangestu, K., & Tarigan, J. M. (2024). Peran dan Dampak Teknologi dalam Pendidikan. In *Konsep Dasar Pendidikan*. PT Penamuda Media.
- Octovi, A., Effendi, A., & Febriana, P. (2023). *Fenomena Cancel Culture Sebagai Kontrol Sosial pada Kasus KDRT Rizky Billar Terhadap Lesti Kejora*. 1, 21–33.
- Picarella, L. (2024). Intersections In The Digital Society: Cancel Culture, Fake News, And Contemporary Public Discourse. *Frontiers in Sociology*, 9. <https://doi.org/10.3389/fsoc.2024.1376049>
- Priyadi, A. T., Larrasati, A. C., Saputra, I. D., Nur, S., Lutfi, A., Melati, S., Izza, F., Zami, Z.,

- Ramadhan, M. I., Rofiq, M. K., Negeri, I., & Semarang, W. (2024). Membangun Masyarakat Bijak Bermedia Sosial di Era Digital pada SDN Pejambon , Warungasem , Batang. *Harmoni Sosial: Jurnal Pengabdian Dan Solidaritas Masyarakat*, (4), 76–86.
- Purnamasari, N. I. (2022). Cancel Culture: Dilema Ruang Publik Dan Kuasa Netizen. *Mediakom : Jurnal Ilmu Komunikasi*, 6(2), 137–149. <https://doi.org/10.35760/mkm.2022.v6i2.7719>
- Sailofsky, D. (2022). Masculinity, cancel culture and woke capitalism: Exploring Twitter response to Brendan Leipsic’s leaked conversation. *International Review for the Sociology of Sport*, 57(5), 734 – 757. <https://doi.org/10.1177/10126902211039768>
- Semenova, O. F. (2023). Cancel Culture - the Speech Behavior of Modern Society. *Review of Business and Economics Studies*, 11(1), 13–18. <https://doi.org/10.26794/2308-944x-2023-11-1-13-18>
- Setyorini, R., & Suwandi, S. (2024). *Pendekatan Proyek dan Dialog Kritis untuk Meningkatkan Keterampilan Siswa dalam Menulis*. 2, 22–29.
- Strossen, N. (2020). Resisting Cancel Culture. *American Council of Trustees and Alumni (ACTA)*, 1(1), 1–16.
- Suprijono, A., Abbas, E. W., & Riyadi. (2025). Metacognition and cooperative learning based on deliberative democracy moderated by learning style toward critical thinking skill in social studies learning. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2458915>
- Tandoc, E. C., Tan Hui Ru, B., Lee Huei, G., Min Qi Charlyn, N., Chua, R. A., & Goh, Z. H. (2024). #CancelCulture: Examining definitions and motivations. *New Media and Society*, 26(4), 1944 – 1962. <https://doi.org/10.1177/14614448221077977>
- Traversa, M., Tian, Y., & Wright, S. C. (2023). Cancel Culture Can Be Collectively Validating for Groups Experiencing Harm. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1181872>
- Trigo, L. Á. (2020). Cancel Culture: The Phenomenon, Online Communities And Open Letters. *Social Justice Warrior.*, (October), 921–955. lexico.com/en/definition/social_justice_warrior
- Van Grunsven, J., & Marin, L. (2024). Technosocial Disruption, Enactivism, & Social Media: On The Overlooked Risks of Teenage Cancel Culture. *Technology in Society*, 78(May), 102602. <https://doi.org/10.1016/j.techsoc.2024.102602>
- Widhiarcani, K. N. M. (2024). The Phenomenon Of “Cancel Culture” In Indonesia: Between Ethics, Social, And Politics In Digital Space. *Socious Journal*, 1(6), 42–50.
- Zahro, L. (2023). Peran Ilmu Pengetahuan Sosial Dalam Membantu Siswa Memahami Dinamika Sosial Masyarakat Kontemporer. *Tarbiyah Darussalam: Jurnal Ilmiah Kependidikan Dan Keagamaan*, 7(02), 122. <https://doi.org/10.58791/tadrs.v7i02.372>
-