

The Urgency of Multiculturalism in Children's Literature Textbooks in the Industrial Revolution 4.0

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Abstract: Education and multiculturalism are one important element as regards the industrial revolution 4.0. The excessive spread of information tends to trigger a crackdown on multiculturalism leading to conflicts by virtue of SARA-related provocation. This study aimed to describe the urgency of multiculturalism in children's literature textbooks in the era of industrial revolution 4.0. This descriptive qualitative study employed a content analysis method. The participants involved were the lecturers and students of Primary School Teacher Education department in Yogyakarta. The documents in this study referred to children's literature textbooks. One effort to introduce multiculturalism is through children's multicultural literature textbooks. Thus, they are needed to prevent negative impacts due to the multicultural reality. However, based on the preliminary documentation, the availability of children's literature textbooks had not given deep attention to multiculturalism yet. In the meantime, this issue is of importance since this nation's multiculturalism inclines to have negative impacts. The presence of children's multicultural literature textbooks is required by various parties to provide multicultural knowledge. Accordingly, it is important to provision those textbooks and is urgent to be realized to inhibit from the negative impacts of the industrial revolution 4.0.

Keywords: multiculturalism; textbooks; children's literature, industrial revolution 4.0

1. Introduction

The industrial revolution 4.0 is undeniable for each country, resulting in both positive and negative impacts. The negative impact also lurks one of the wealth of the Indonesian people as a multicultural country. The risk of the rapid spread of information triggers a multiculturalism crackdown that leads to conflicts if the information contained provocative matters relating to SARA (Tribe, Religion, Race, and Group).

As quoted by [1] from the opinion of Drath and Horch (2014), they stated that the challenge faced by a country when implementing Industry 4.0 is the emergence of the resistance to changes in the demography and social aspects, instability of political conditions, limited resources, the risk of natural disasters and the demands of the environmentally-friendly technology. Furthermore, Zhou et al in [1], in general, there are five major challenges that will be faced, namely the aspects of knowledge, technology, economics, social, and politics. One of the negative impacts arising from the industrial revolution 4.0 is the erosion of the normal norms of multiculturalism and the character values in society.

To counteract this, there needs to be a change in the mentality of the society in advancing the Indonesian people in the midst of increasingly competitive global competition and preventing the negative impact of the industrial revolution 4.0. The changes in the mentality done are the internalization of the character values and multiculturalism in the society. The key to success

in entering the industrial revolution 4.0 is a mental revolution for the improvement of the national character. The mental revolution is a joint movement that realizes how important it is to improve one's competence through education and increase their potentials through training. Education and training in every discipline can bring the Indonesian people into a strategic era [2].

Ermaya (in [2] also explained that mental revolution essentially fills the human mentality with noble values (religious values, the values of cultural traditions and the values of the nation's philosophy) on a large scale so that a good and useful character is formed for the surroundings. In substance, the mental revolution paradigm is a new view of the major changes in the human mental structure in building a good mentality.

The change in mentality can be done by internalizing the awareness of the value of multiculturalism from an early age through children's literature. Thus, this research is essential to conduct to map the existence of the children's literature textbooks used in universities in the children's literature lecture. The mapping is conducted to find out the multiculturalism content in the children's literature textbooks. The mapping results will be used as a basis for further research, namely the development of children's literature textbooks that contain multiculturalism in digital form and textbooks.

1.1. The Structure

The world has now entered the industrial revolution 4.0. One of the countries entering the wave of industrial revolution 4.0 is Indonesia. The industrial revolution 4.0 talks about the implementation of automation and data exchange technology in the industrial sector which is influenced by the technological and internet developments or what is called digitization. The industrial revolution 4.0 is a combination of physical, digital and biological domain elements. This is the forerunner to the occurrence of the disruption in all fields that have an impact on the changes in characters and the erosion of the multiculturalism value.

Indonesia is a multicultural country that has diverse cultures, religions, ethnicities, races, and languages spread from Sabang to Merauke, from Mingas to Rote Island. Indonesia can even be called the largest archipelago country in the world. Indonesian people have diverse community life [3]. However, the reality of the multiculturalism is faced with the urgent need to reconstruct Indonesia's national culture which acts as a binder of diversity. The phenomenon of diversity also refers to the national symbol, namely "Bhinneka Tunggal Ika" which means "Unity and Diversity" in Indonesian society.

Indonesia as an archipelago with plurality and multiculturalism has indeed very high social dynamics. In the current industrial revolution 4.0, it is possible for certain social conflicts to take advantage of the gap as the root of the nation's disintegration. Some of the events that have taken place in Indonesia both in the real community and in the form of provocative invitations in digital media have begun to emerge in Indonesia lately in line with the entry of the industrial revolution 4.0. The trend that has begun to emerge lately is no longer real incitement and hostility in the field but shifts towards virtual world provocation. In line with the euphoria of the heat of the political year that began to hit the country, the gap in the conflict began to be spread by those who only concerned with the mere power of lust rather than unity for a large nation like Indonesia.

Some provocations that made possible the emergence of disintegration as a nation began to be felt lately. Many cases began to be played by individuals who deliberately made riots in the country. Beginning with the Basuki Tjahaja Purnama or Ahok case which concerns the issue

of racial intolerance where there are individuals who deliberately cut the videos of Ahok's talk which provoked thousands of anger from the Moslems because of the accusation of blasphemy against Islam. This provoked the series of demonstration that stirred up mutual suspicion among religious believers. The only problem was actually the struggle for power in the seat of the Governor of Jakarta. Ahok and the video disseminator Buni Yani were finally given a sentence of imprisonment which is still on-going for both of them.

Political temperatures were getting hotter with the emergence of *#2019GantiPresiden* (*#2018ChangePresident*). The society began to be treated to various tricks and intrigues of the ruling elite of this country in achieving power regardless the integrity of the nation. The people from inter-ethnicity, between religions and even among fellow nationals, are suspicious of each other, draw and provoke emotions in the virtual world. The virtual world is effectively used because today all can access it easily. Social media is considered the most effective way to disseminate divisive content and provocation tones. Instagram, for example, is a social media that is very fast and easy and well known in delivering the news of provocation and even Hoax which is very dangerous to the integrity of a country.

Instagram lately has been flooded with the news that has provoked fierce disputes through comments. Many cases are raised via Instagram, such as the news of the Pro-PKI (Indonesian Communist Party) presidential candidates, the problem of the presidential candidate who was good in religion because of his wrong prayer, the problem of the mutual insinuation between the married and not-married presidential candidates, their family background issue, and their education until the achievements of both. The recent one still hotly discussed is the emergence of Hoax news that befell some of the political elites in this country from a citizen named Ratna Sarumpaet. The news has become the headline of almost all newspapers, electronic media and social media which have caused a lot of riots in the society because of giving provocative opinions. Hoax news is dangerous in our society because it raises the thoughts and opinions to claim each other to be the best so that it attracts the public's sympathy regardless of the reaction and effects caused by some of the uploads they make on Instagram for ordinary people who see it. There have been a lot of debates due to viewing the posts on Instagram that cause the crackdown in the society today which is feared to cause a new social conflict in our society.

This fear is certainly grounded because our society is not all ready to receive the news they see. Sometimes without them filtering the news, they simply share without knowing the truth. Another reason is that the current knowledge and literacy level of Indonesian society is not yet good or high. The education in question refers to the politic education, digital news understanding education or technology literacy and character education and formal education which refers to the National Education Law.

The Republic of Indonesia Law Number 20 of 2003 concerning National Education System Chapter II Article (3) states that national education functions to develop the ability and form dignified national character and civilization in order to educate the life of the nation, aiming for the development of the students' potentials to believe and fear God The Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Education is the best instrument in human development. In addition, education is also seen as an institution to prepare new generations in the future. Surely, the new generation will be able to live independently and carry out their role in the future. Therefore, multicultural values need to be maintained and developed by all educational institutions in Indonesia. Organizing

education and implementing technical education must be able to bring education closer to the multicultural values. Students need to be taught the values of differences in religions, tribes, ethnics, genders, languages, and skin colours, as well as the values of unity in life in Indonesia. Children must be kept away from negative things and intolerance values that can cause disintegration. Multicultural values need to be instilled in the students to make them understand the difference in tribes, races, ethnics, and cultures that are packaged in a way that does not injure Indonesian unity. These differences can be used as a unity that can strengthen nationality.

Multicultural education is intuitively contained in article 4 (1) of the Constitution No. 20 of 2003 concerning the National Education System stating, "Education is carried out in a democratic and equitable manner and is not discriminatory by upholding human rights, religious values, cultural values and national diversity". Based on this explanation, the values of tolerance, religiousness, cultures and plurality need to be applied to the educational institutions to teach the students about the diversity that exists in Indonesia.

Regarding multiculturalism, the industrial revolution 4.0, in addition to having a positive impact, also has a negative impact that can affect the character of the children. They do not inspire the value of multiculturalism because children now are becoming more digital literate. Children are more likely to be digital literate. In the digital era, there is no need for space and time. Space and time limits can be minimized. What is happening today can be witnessed by anyone. One of them is through technological sophistication. As the digital literacy is hyperlinked, children can more easily access anything. They are more likely to be individualistic and selfish. They prefer to play online games rather than play together in the park. As a result of digitalization, the norms and values of multiculturalism are no longer applied to the children.

Based on this statement, it is important to instill the multicultural values in children since early. Educational institutions from elementary schools to universities have a role in instilling the multicultural values in students. In addition, the role of scholarship and community leaders is also needed in providing an understanding of multiculturalism to value and respect the differences and cultural diversity that exist in Indonesia. In the educational institutions, especially in the Elementary School Teacher Education (PGSD) Study Program, the students have taken Children's Literature course. Thus, the internalization of multicultural values can be conveyed through its lecture. PGSD students must be equipped with an understanding of multiculturalism so that when they become teachers in elementary schools, they can teach the multicultural values to their students through children's literature. Therefore, it is necessary to have a children's literature textbook that contains multiculturalism as a handbook of PGSD students in the course of Children's Literature. However, after conducting exploratory studies in the field, the presence of multiculturalism-laden children's literature textbooks in Indonesia is still limited. The case study was carried out in the Special Region of Yogyakarta Province. The children's literature textbook used in the children's literature lectures in the Elementary School Teacher Education Study Program and the textbooks on the field did not contain multiculturalism. Therefore, it is necessary to have a children's literature textbook containing multiculturalism.

Multiculturalism children's literature can be used as one of the instruments to reflect multicultural society. This is in line with what was conveyed by (Taufiq, 2017) that multicultural literature deserves to be placed as a strategic instrument in order to reflect the multicultural picture of society. The socio-cultural problem that has precipitated the dynamics

of cultural relations and dynamics for emerging identity problems has become a central theme in multicultural literary studies.

Children's literature is the right means to instil the multicultural values in children through children's prose and poetry learning. Children's literature textbooks that will be realized for the learning of children's literature in higher education in addition to presenting theories about children's literature and the values of multiculturalism, also presents the examples of analysis of work with the tendency of multiculturalism values. In addition, children's literature textbooks to be realized try to present a variety of children's works. Regarding this, it cannot be separated from the appreciation of children's work. Thus, the multiculturalism children's textbooks are important and urgent to be given to the stakeholders like PGSD lecturers and students, teachers and elementary school students, as well as the observers of children's literature, in order to counteract the negative effects of the reality of multiculturalism in the industrial revolution 4.0.

Based on this background, the presence of multiculturalism children's literature textbooks has become the urgency in contributing to the solution to the problem of Indonesia's multiculturalism. Theoretically, the urgency of multiculturalism children's textbooks is able to find concepts and theories, especially children's literature on multiculturalism. Multiculturalism children's literature studies need to be followed up and developed by other children's literature researchers with a paradigm that the dimensions of literature, especially children's literature and the dimensions of multiculturalism are not separate, but integrative.

1.1.1. Reference citations

a. The Nature of Multiculturalism

Blum (in (Lubis, 2016) stated that multiculturalism is an understanding, appreciation and assessment of one's culture, as well as a respect and curiosity about the ethnic culture of others. Multiculturalism involves an assessment of the others' cultures, not in the sense of agreeing to all aspects of the culture but trying to see how an authentic culture can express values for its own members. In addition, Bennet formulated the notion of multiculturalism as the thought and acceptance of cultural diversity. In other words, multiculturalism is an understanding or belief that encourages the acceptance of pluralism or cultural diversity as a cultural model present in contemporary socio-cultural life (Bennet in (Lubis, 2016).

Multiculturalism on the one hand is an understanding, and the other is an approach, which offers a cultural paradigm to understand the differences that have existed in the midst of our society in the world (Nugroho, 2011).

Another explanation was also conveyed by (Molan, 2016) which also originated from Bhiku Parekh's book entitled *Rethinking Multiculturalism* explaining that Bhiku Parekh distinguishes between multicultural and multiculturalism. According to him, the term multicultural refers to the reality of cultural diversity while the term multiculturalism refers to a normative response to that fact. That is, when talking about multiculturalism, we talk about the aspects of cultural diversity and how the facts of diversity are responded to and addressed normatively. With another clash, multiculturalism talks about the descriptive aspects of diversity (multicultural) that are addressed Based on the explanations of several experts' opinions, it can be concluded that multiculturalism is an understanding, appreciation, and acceptance of cultural diversity, ethnicity, gender, religion, and social status.

b. The Nature of Children's Literature

Children's literature is a literature that can be emotionally and psychologically responded to and understood by children, and that generally departs from concrete and easy-to-imagine facts (Nurgiyantoro, 2013). Furthermore, (Kurniawan, 2013) stated that children's literature is literature which, in terms of content and language, corresponds to the level of children's intellectual and emotional development.

Children's literature, dichotomy can be said to be a literary work that is "feasible" to be read, heard, or consumed by children (WS, 2015). The word "feasible" provides an illustration that there are particular requirements regarding whether or not the literary work is permissible, appropriate or not, and read or intended for children. The contents of children's literature are stories or messages considered appropriate according to the emotional and intellectual level of the children.

Children's literature is literature for children (Ismawati, 2013). The ideal author is indeed a child, but because literature can be used to educate, adult writers can write children's literature, considering: themes, language, writing style, and so on related to children.

Based on some opinions of these experts, it can be concluded that children's literature is a literary work written by adults, adolescents, even children who have understood the characteristics of the child's age and meet the criteria requirements as children's reading that avoids the elements of child abuse, namely the theme of love, hatred, murder, dispute, misery of life and so on and presents entertaining stories full of imagination and fantasy to be consumed by children with stories that do not make sense according to adult reason.

c. The Nature of the Industrial Revolution

The industrial revolution is a change that takes place quickly in the implementation of the production process which was originally done by human production processes and then replaced by machines, while the goods produced have commercial value added [2]. The benefit of Industrial revolution 4.0 is about improving the speed of production flexibility, services to customers and revenue. The realization of these potential benefits will have a positive impact on the economy of a country [1].

2. Related Works/Literature Review

The relevant research with this study is, among others:

- a. Anna Christina Abdullah, in a journal entitled "Multicultural Education in Early Childhood: Issues and Challenges", concluded that multicultural education is an important component in early childhood education. The tendency in most demographics of most countries is an increase in heterogeneity which results in racial tensions and cultural conflicts. People need to adjust to the facts we need to coexist harmoniously, and this can only happen if there is genuine respect and acceptance of differences. This article discusses the problems and challenges in preventing early conflicts on social inequalities and respecting each other in early childhood education. We must be aware of these obstacles and difficulties that are ahead of us to avoid the obstacles to our business strategies in an optimal way [4].

Based on the research above, it can be seen that there are similarities and differences in research. Both conducted the research about multicultural education and about the

importance of multicultural education from an early age. On the other hand, the difference of this research lies in the type of research. The research conducted by Anna Christina Abdullah is a descriptive-qualitative description of multicultural education about the issues and challenges in early childhood while this study applied R & D research design namely the development of children's literature textbooks multicultural content in the PGSD study program. Then, the next difference is the location of the study. This study was conducted in the Special Region of Yogyakarta while Anna Christina Abdullah's study was in Malaysia. The subjects of the study were the students of the Elementary School Teacher Education Study Program, while the research subjects of Anna Christina Abdullah's research were the early children.

- b. Quinita Ogletre and Patricia J Larke (2010) in a journal entitled "Implementing Multicultural Practices in Early Childhood Education" prepared teachers to use the principles of multicultural education to become a dilemma faced by many early childhood programs. As many have good behaviour, many lack basic knowledge about multicultural education. This article discusses the need for multicultural education in the early childhood program and shares the strategies based on the five Bank's dimensions that can be used to assist early childhood teachers in implementing multicultural education practices into their respective programs. The teacher's use of the principle of multicultural education is a dilemma faced by many programs, especially early childhood programs. As many have good behaviour, many lack basic knowledge about multicultural education. Thus, the aim of this article is to discuss the need for multicultural education in the early childhood program and to share how the five dimensions of the Bank can be used to assist teachers in implementing multicultural education in their programs [5].

The similarity of this study with the current study is that both did the research on the multicultural education and on the importance of multicultural education. The difference is the type of the study conducted by Quinita Ogletre and Patricia J Larke is qualitative descriptive, namely preparing teachers to use the principles of multicultural education, while this study is analytical content which is part of research and development of children's literature textbooks that contain multiculturalism. The next difference lies in the place of the research. This research was located in the the Special Region of Yogyakarta Province while the research conducted by Quinita Ogletre and Patricia J Larke was in Texas. The subjects of this study were the students of the Elementary School Teacher Education study program, while the subjects in the Quinita Ogletre and Patricia J Larke research were the teachers.

- c. [1] entitled "Industry 4.0: Review of Classification of Aspects and Direction of Research Development ". The research conducted by Hoedi Prasetyo and Wahyudi Sutopo aimed to examine the aspects and directions of research development related to Industry 4.0. The approach used is a study of various definitions and framework models of Industry 4.0 and mapping and analysis of a number of publications. Hoedi Prasetyo and Wahyudi Sutopo provide an overview of what Industry 4.0 is and the development and potential of research in it. This article presents the results of the study of aspects and directions of the development of the industry 4.0 research. Based on the results of the study, fourteen aspects were found in Industry 4.0. The publication data exploration has been carried out to determine the direction of the development of industry 4.0 research. Judging from the research method, most of the

research was done through descriptive and conceptual methods. This study utilizes Scopus to find the publications based on the title of 'Industry 4.0'. The searching results were then filtered only in the form of articles in proceedings or journal articles in English. A collection of publications from the filtering results was then exported to Microsoft Excel to make it easier to process. The publications that did not have abstracts were eliminated. The collection of the results of the publication was then sorted according to the research method, aspects of research and the field of application industry. Sorting was done by reading and understanding the abstracts. The next step was sorting based on the aspects of the research. The last sorting was sorting based on the application industry, for example in manufacturing, business, education, or other fields. The sorting results were then analysed through percentage distribution and trends in the number of publications based on the time span [1]. The similarity in the research carried out by Hoedi Prasetyo and Wahyudi Sutopo with this research lies in the research method which is descriptive qualitative and equally examines the contents of the book related to industrial revolution 4.0. Furthermore, the difference is that the research conducted by Hoedi Prasetyo and Wahyudi Sutopo studies and analyses various scientific literature including journals, books, and proceedings that have been published on Scopus services. This study mapped and reviewed children's literature textbooks to find out the multiculturalism content.

3. Material & Methodology

3.1. Data

The sources of data in this study came from events, informants, documents, places, and behaviours related to the research. The data sought in this study were the data about the content of multiculturalism contained in children's literature textbooks. The data were collected using observation, interviews, documentation, reading, recording, and analysis of children's literature textbooks. The data were then validated using data and theoretical triangulation. The data analysis technique used in this study was the interactive analysis technique including data reduction, data presentation, and conclusion drawing/verification that occurred simultaneously (Matthew B. Miles & A. Michael Huberman, 2009).

3.2. Method

This research is a qualitative descriptive study with content analysis method or content analysis. (Klaus, 2004) defines "content analysis is research method for making replicable and valid reference from data or their contexts. Content analysis focuses on valid data references from content. This research is part of development research, namely the development of multiculturalism-based children's literature textbooks. The informants in this study included the lecturers and students of the Elementary School Teacher Education study program in the Special Region of Yogyakarta Province, at Sarjanawiyata Tanamsiswa University (UST), Ahmad Dahlan University (UAD), Sanata Dharma University (USD), and Yogyakarta PGRI University (UPY). This method WAS used to examine the contents of a document. The documents in this study WERE children's literary textbooks used in lectures and children's literature textbooks found in the field. The contents of multiculturalism contained in children's literature textbooks were analysed. The document analysis aims to find out the urgency of multiculturalism in children's literature textbooks.

3.3. Table and Figure

3.3.1. The Exploratory Study of the Children's Literature Text Books in Universities

The exploratory study was carried out through questionnaires and interviews with the lecturers and several students in the universities of the the Special Region of Yogyakarta Province, namely Sarjanawiyata Tamansiswa University, Sanata Dharma University, Yogyakarta PGRI University and Ahmad Dahlan University. The exploratory study was conducted to find out the children's literature textbooks used in children's literature. The children's literature textbooks used can be seen in the following table.

Table 1. Children's Literature Textbooks in Higher Education

No	Universities	Textbooks Used by Lecturers
1.	Sarjanawiyata Tamansiswa University	<i>Sastra anak Pengantar Pemahaman Dunia Anak</i> by Burhan Nurgiyantoro,
2.	Sanata Dharma University	<i>Sastra anak Pengantar Pemahaman Dunia Anak</i> by Burhan Nurgiyantoro,
3.	Yogyakarta PGRI University	<i>Sastra dan pembelajarannya</i> by Deri Anggraeni
4.	Ahmad Dahlan University	<i>Sastra anak Pengantar Pemahaman Dunia Anak</i> by Burhan Nurgiyantoro, <i>Kajian Sastra Anak</i> by Retno Winarni

3.3.2. The Exploratory Study of the Children's Literature Text Books in the Field

Table 2. Textbooks on the Field

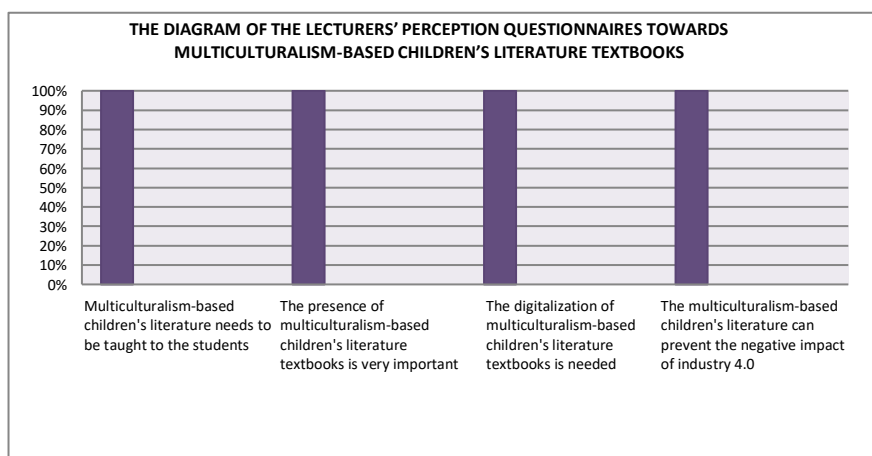
No	Titles	Authors
1.	<i>Sastra Anak Kajian Tema, Amanat dan Teknik Penyampaian Cerita Anak</i>	Hasanudin WS
2.	<i>Sastra Anak Teori dan Apresiasi</i>	Sugihastuti
3.	<i>Sastra Anak dalam kajian Strukturalisme, Sosiologi, Semiotika, Hingga Penulisan Kreatif</i>	Heru Kurniawan
4.	<i>Pedoman Penelitian Sastra Anak</i>	Riris K. Toha Sarumpaet.

Based on the results of the content analysis on children's literature textbooks used in the PGSD study programs of UST, USD, UPY, UAD, and children's literature textbooks in the field, It shows that the textbooks do not focus on the content of multiculturalism.

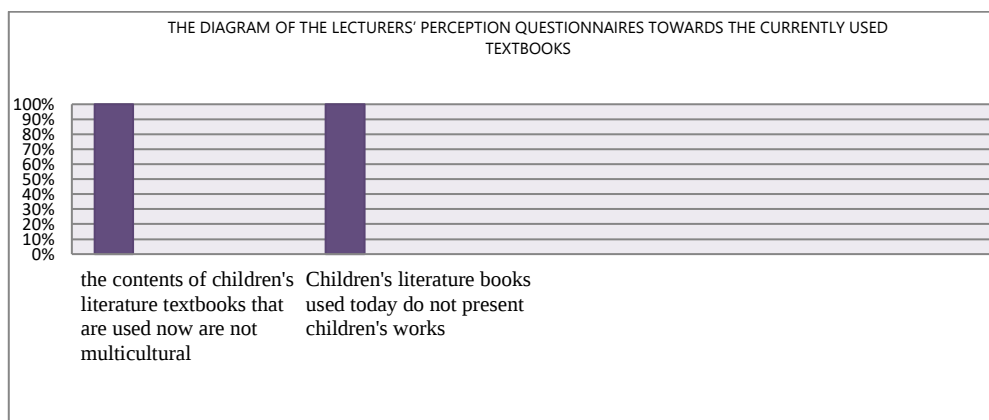
4. Results & Discussion

4.1. Results

Based on the research that has been done, it shows that multiculturalism-based children's literature textbooks are needed by educators. This is because children's literature textbooks that have been available so far have not been relevant to the multiculturalism-based children's literary learning. Children's literature books in the field do not focus on multiculturalism.



The data, besides obtained through interviews, were also obtained through questionnaires to the PGSD lecturers and students at the Special Region of Yogyakarta Province. The universities used were the PGSD study programs of UST, USD, UPY, and UAD. The results of the exploratory study can be seen in the diagram based on the distribution of questionnaires given to the lecturers and students.



Picture. 1. The Lecturers' Perception Questionnaires Towards The Currently Used Textbooks

Based on the results of the exploratory study through the questionnaires about the contents of children's literature textbooks currently used on the four campuses, The lecturers stated that the books used did not contain multiculturalism with a percentage of 100%. Likewise, the children's literature textbooks used now do not provide the examples of children's literature which is the result of the children's works with the percentage chosen by the lecturer as much as 100%.

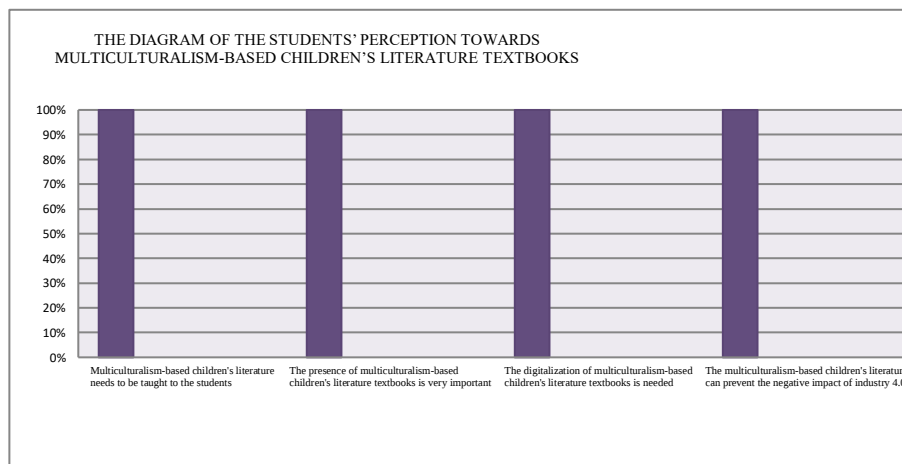
Picture. 3. The Lecturers' Perception Questionnaires Towards The Multiculturalism Based Children's Literature Textbooks

Noted:

- a. Multiculturalism based children's literature needs to be taught to the students
- b. The presence of multiculturalism based children's literature textbooks is very important
- c. The digitalization of multiculturalism based children's literature textbooks is needed

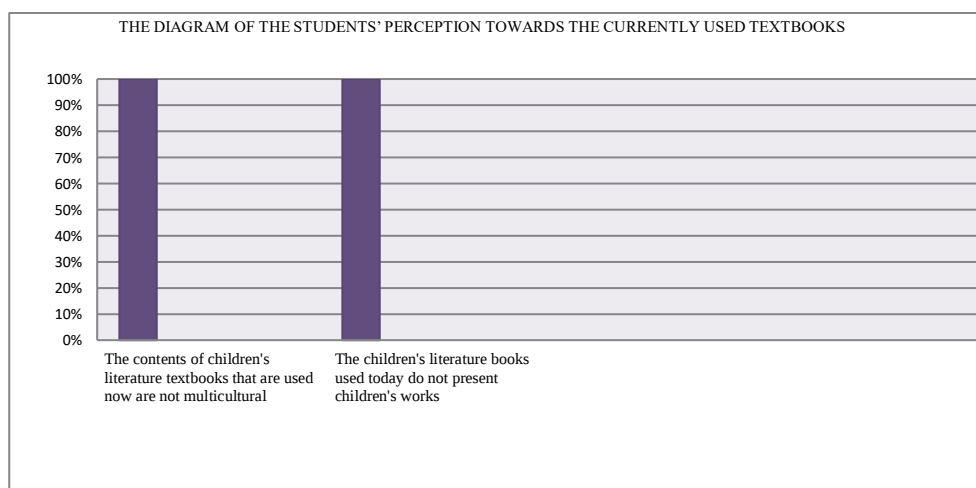
- d. The multiculturalism based children's literature can prevent the negative impact of industry 4.0

Furthermore, regarding the material of children's literature textbooks with multiculturalism content, THE lecturers stated that it is necessary to teach the students with a percentage of 100%. They said that the presence of multiculturalism-based children's literature textbooks is very important as indicated by the percentage of 100%. The digitalization of multiculturalism-based children's literature textbooks is needed by the lecturers as much as 100%. Furthermore, children's literature that contains multiculturalism can prevent the negative impact of the industrial revolution 4.0 with a percentage of 100%.



Picture. 2. The Students' Perception Questionnaires Towards The Currently Used Textbooks

Based on the results of the exploratory study through questionnaires about the contents of children's literature textbooks currently used on the four campuses, the students stated that the book used did not contain multiculturalism with a percentage of 100%. Likewise, the children's literature textbooks used now do not provide the examples of children's literature as the results of the children's works with the percentage chosen by the students as much as 100%.



Picture. 4. The Students' Perception Questionnaires Towards The Multiculturalism Based Children's Literature Textbooks

Furthermore, regarding the material of children's literature textbooks that contain multiculturalism, the students stated that they need to be taught with a percentage of 100%. They said that the presence of multiculturalism-based children's literature textbooks is very important, as indicated by the percentage of 100%. The digitalization of the multiculturalism-based children's literature textbooks is needed by the students as much as 100%. Furthermore, children's literature that contains multiculturalism can prevent the negative impact of the industrial revolution 4.0 with a percentage of 100%.

4.2. Discussion

Education and multiculturalism are one important element as regards the industrial revolution 4.0. The digitalization in the industrial revolution 4.0 era leads to the rapid information dissemination resulting in the risk of triggering a multiculturalism crackdown resulting in conflicts due to the prophetic elements relating to SARA. Therefore, in the era of industrial revolution 4.0, it is necessary to instil the multiculturalism values from an early age. The internalization of the values can be carried out in the children's literature lecture through children's literature textbooks that contain multiculturalism. Multiculturalism children's literature text books, besides being printed in book form, will also be made in the digital form. Making it in digital form aims to be accessible to stakeholders everywhere and to be simply read through a laptop or cell phone. Based on the exploratory study, the children's literature textbook will be made with the title "Multiculturalism in Children's Literature". The material in the textbook on Multiculturalism in Children's Literature which will be made in CHAPTER I contains the material of the Nature and Scope of Children's Literature which includes, (1) the Nature of Children's Literature containing ontology, epistemology, and axiology, (2) the Characteristics of Children's Literature, (3) the Genres of Children's Literature, (4) Children's Literature Learning for Pre-service Teacher's Education. The material in CHAPTER II is Multiculturalism in Children's Literature, including (1) the Nature and Value of Multiculturalism, (2) the theories of Multiculturalism in Children's Literature, (3) Multiculturalism Issues in Children's Literature, (4) the Urgency of Multiculturalism in Children's Literature. The material in CHAPTER III is the Analysis of Children's Literature Works, including (1) Structuralism Approach to Children's Prose and Poetry, (2) Analysis of Multiculturalism-Based Children's Literature Works, (3) the Value of Multiculturalism in Children's Literature.

In addition to conducting research in the universities with PGSD study program, The researchers also conducted research in elementary schools. The research was conducted to instil the value of multiculturalism in students through writing the children's poetry and stories with multiculturalism. The children's works will be published in a collection of poetry and children's stories. Besides printed, it will also be made in digital form. The students' works that have been published will be analysed in a children's literature textbook entitled "Multiculturalism in Children's Literature". The study of multiculturalism children's literature can be stated to be relatively new. Therefore, the study of children's literature in multiculturalism is very important and urgent to be realized in the industrial revolution 4.0. in order to counteract the negative impact of the reality of multiculturalism in the industrial revolution 4.0.

5. Conclusion

Based on the discussions that have been carried out, the conclusions of this study are: (1) there are potential negative impacts of multiculturalism reality in the life of the nation and country; (2) based on the exploration studies in four universities in the Special Region of Yogyakarta Province shows that children's literature textbooks used do not pay more attention to multiculturalism; (3) the lecturers and students need the presence of children's literature textbooks that contain multiculturalism; (4) the presence of the multiculturalism-based children's literature textbooks is important to prevent the negative impact of industrial revolution 4.0; (5) the exploratory studies were used to research the development of multiculturalism-based children's literature textbooks.

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