“Environment Closely Related to Indonesian Language Learning”

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Indonesian is one of the compulsory subjects in the Indonesian education system. All students will study Indonesian language subjects, from elementary school to tertiary level. Sukma and Johari (2016) say that language learning is an interesting learning. When viewed from the understanding, language is a system of arbitrary sound symbols, which are used by all people or members of the community to cooperate, interact, and identify themselves in the form of good conversation, good behavior, good manners. This is in line with the opinion of Suardi, Ramadhan, and Asri (2019) who explain that language is a communication tool acquired by humans from birth. Therefore, language is a communication activity for us as humans which is an essential part of life and life. In the communication process, it is known as communicant and communicator. The relationship between communicators and communicants because they integrate something called a message. Then, in conveying the message, a channel that contains learning communication is needed and is referred to as the media. So, those involved in the communication process are the communicators, communicants, messages and the media.

Media is a very important role in the learning process. The media can be in the form of tools, facilities, or devices that have an intermediary function and also a channel in the learning process which in turn can increase student interest in learning and can provide motivation and encouragement to students to be more active. This is the same as the opinion of Ramayani, Ramadhan, and Abdurrahman (2016) which explains that learning media can increase student motivation and curiosity. Therefore, the learning process should use the right media to suit what students need.

In Indonesian language learning, teachers need to involve the environment as a learning medium. Teachers need to take advantage of the environment as a medium because the environment can streamline teaching. The community environment is considered as a place for the development of knowledge. Even though the students' awareness and knowledge of the environment is still low. Even though the environment plays a major role in the development of the basic abilities of students. This is what motivates the research to determine the relationship between Indonesian language learning and the surrounding environment, given the low awareness of students towards the environment. In fact, environment-based media will greatly assist teachers in explaining material to students because they will come in direct contact with objects or with natural conditions that come from the environment and will provide direct experience to students.

There are many uses of environmental media that can be used to support the Indonesian language learning process. For example in writing. When students meet objects or conditions in the environment they are visiting, they can write a short story, poetry, or even

write rhymes from objects and events that occur. Rochanah (2018) explains that the learning model that must be considered by educators is to use the environment as a learning medium so that it provides direct experience to children. Therefore, environment-based learning will be much more effective and also more attractive to students. Opinions from Sukma, Ramadhan, and Indriyani (2020) which explain that one of the important factors for realizing effective environmental education is a teacher who has environmental knowledge. Furthermore, teachers who have strong environmental literacy knowledge, receive support in their schools, positive environmental attitudes, environmental sensitivity, and receive environmental education. So, when the teacher understands the environment, the teacher can take advantage of the environment as a learning medium in order to provide direct experience to students.

Learning Indonesian that takes advantage of the environment can increase student interest in learning. In accordance with a questionnaire distributed to 121 respondents consisting of 31.4% male and 68.6% female, who came from Padang State University, Andalas University, University of Indonesia, Poltekkes Kemenkes RI Padang, Polytechnic of the Ministry of Manpower, Medan State Polytechnic, Gadjah Mada University, UIN Syarif Hidayatullah Jakarta, UIN Sunan Gunung Djati Bandung, Brawijaya University, Jakarta Veterans National Development University, Telkom University, Indonesian Education University, Riau University, Indonesian Pioneer University, STAIDA Payakumbuh City, SMA 1 Padang, SMA Negeri 1 Kec. Payakumbuh, SMA Negeri 1 Kec. Guguak, Payakumbuh 2 Public High School, Payakumbuh 3 Public High School, Payakumbuh 1 Public Vocational School, Payakumbuh 2 Vocational School, Payakumbuh Vocational High School, Genus Health Vocational School, Bukittinggi Imam Bonjol Pharmacy Vocational School, MAN 1 Payakumbuh, MAN 2 Payakumbuh, Payakumbuh 1 Middle School, SMP Negeri 1 Kec. Payakumbuh, and SMP Negeri 3 Kec. Mungka.

Based on the opinions of 121 respondents, research conducted by making 10 statements in the form of a google form questionnaire gave the following results. The first statement, namely the environment is the best learning media to be applied in the Indonesian language learning process, 50.4% agreed, 47.9% strongly agreed, 1.7% disagreed, and 0% disagreed. Environmental education is a conscious effort to teach and attract human attention about how the natural environment functions and how humans can manage and protect it. (Ramadhan et al, 2019). The second statement is that learning Indonesian should be environmentally based, 57% agree, 38.8% strongly agree, 4.2% disagree, and 0% disagree. Sari, Ramadhan, and Rasyid (2018) explain that teachers are a very decisive component in implementing a strategy in making the learning process effective. Based on this opinion, teachers can take advantage of environmental media for the learning process. The environment around us, where we live or where we work is a medium of learning that is cheap, easy, and the numbers are almost unlimited.

In the third statement, that is, environmental conditions have a big role in student creativity, for example when writing poetry, 62.8% strongly agree, 34.7% agree, 2.5% disagree, and 0% disagree. Ramadhan, Atmazaki, and Zulhafizh (2013) said that students have abilities that involve high curiosity. Actually, the development of student creativity is

very important. This creativity can be developed by training children in certain skills that are in accordance with the interests and talents of the child. Sukma and Lubis (2013) explain that literature learning is taught in an integrated manner with learning activities such as listening, speaking, reading, and writing. Therefore, it is necessary to have a learning process that can develop and even increase student creativity.

Wasilah, Ramadhan, and Noveria (2016) say that language learning can improve language skills, broaden horizons and encourage students to have communicative literary skills. In the process of its development, Indonesian became the spearhead that unified the Indonesian nation. This means that it is the same as the fourth statement, namely Indonesian should be the language of communication in the community, 44.6% agreed, 43% strongly agreed, 12.4% disagreed, and 0% disagreed. Therefore, the Indonesian language is indeed very important, even very important. Given that Indonesian is the national language.

In the fifth statement, which reads that students studying at home in the new normal era require deepening of material in fluent Indonesian language, with 50.4% expressing strongly agree, 47.9% agreeing, 7.7% disagreeing, and 0% stating disagree. The sixth statement, namely the use of Indonesian in the environment must be of concern to the community, 55% agreed, 42.5% strongly agreed and 2.5% chose to disagree and 0% disagreed. The seventh statement is distance learning (PJJ) in Indonesian subjects, is the most appropriate action for students to be able to learn independently, 40.8% agree, 34.2% disagree, 16.7% strongly agree and 8, 3% disagreed. The eighth statement, namely establishing a reading house is one way of increasing people's interest in reading, 58.7% strongly agreed, 38% agreed, 3.3% disagreed, and 0% disagreed. In the ninth statement, with the sound in Indonesian language learning, material (texts) with the theme of the environment is a strategy to integrate environmental education with the aim of being able to form and develop patterns of thought and action patterns, 64.2% agree, 30.8 % strongly agree and 4% disagree and 1% disagree. And the tenth statement, namely the use of learning themes about the environment in various aspects needs to be done for the sake of enriching reading materials and language learning, 63.6% agreed, 34.7% strongly agreed, and 0.85% disagreed and 0 , 85% disagreed.

From the results of the above research, it can be concluded that Indonesian language learning with the environment is closely related. The environment as a medium of learning should be more utilized in the field of education. However, in the learning process, the environment is rarely used as a medium. Teachers are more likely to lecture in class rather than provide and use media when studying. Sukma (2005) states that teachers have not been able to apply the approach correctly, teachers have not been able to develop teaching materials, teachers are not able to evaluate learning, and so on. As explained by Sukma (2018), the actual use of various learning models can increase students' understanding in learning. One of the learning media and models that teachers can use is the use of the environment. This is because the environment is a learning medium that can be useful in developing the thinking and action patterns of students. Environmental conditions also influence the Indonesian language learning process, if the environment supports learning, the creativity of students can be more trained. Indonesian should also be the language of

communication in society, to instill this, a reading house or library can be built in order to increase people's interest in reading.

So, this study aims to determine the relationship between Indonesian language learning and the environment and to determine precisely effective learning methods related to Indonesian and the environment as the medium. Not seeing the environment as an area that is not related to school, but seeing the environment as a medium to help schools. That is why, to find out the relationship between Indonesian language learning and the environment as a medium, the role and effectiveness is very important. Ramadhan et.al (2019) explained that environmental education is a joint effort to teach and attract public attention about the function of the environment and how society can manage and protect it. Therefore, through the results of this study, it is hoped that teachers can provide more effective learning methods in Indonesian subjects.

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ATTACHMENT

Table 1

Environmental Questionnaire Closely Related to Indonesian Language Learning

NO	Statement	SA	A	DL	D
1	The environment is the best learning media to be applied in the Indonesian language learning process.	47,9%	50,4%	1,7%	-
2	Learning Indonesian language should be environmentally based.	38,8%	57%	4,2%	-
3	Environmental conditions play a role in student creativity, for example when writing poetry.	62,8%	34,7%	2,5%	-
4	Indonesian should be the language of communication in the community.	43%	44,6%	12,4%	-
5	Students studying at home in the new normal era need deepening of the material in order to fluently speak Indonesian.	50,4%	47,9%	7,7%	-
6	The use of Indonesian in the environment must be of concern to the community.	42,5%	55%	2,5%	-
7	Distance learning in Indonesian subjects is the most appropriate action for students to learn independently.	34,2%	40,8%	16,7%	8,3%
8	Building a reading house is one way to increase people's interest in reading.	58,7%	38%	3,3%	-
9	Learning Indonesian language, discourse material (texts) with the theme of the environment is a strategy to integrate environmental education with the aim of being able to shape and develop patterns of thought and action.	30,8%	64,2%	4%	1%
10	the use of learning themes about the environment in various aspects needs to be done for the sake of enriching reading and language learning materials.	34,7%	63,6%	0,85%	0,85%

The number of respondents in this study were 121 people from Padang State University, Andalas University, University of Indonesia, Poltekkes Kemenkes RI Padang, Polytechnic of the Ministry of Manpower, Medan State Polytechnic, Gadjah Mada University, UIN Syarif Hidayatullah Jakarta, UIN Sunan Gunung Djati Bandung, University Brawijaya, Veteran National Development University Jakarta, Telkom University, Indonesian Education University, Riau University, Indonesian Pioneer University, STAIDA Payakumbuh City, SMA 1 Padang, SMA Negeri 1 Kec. Payakumbuh, SMA Negeri 1 Kec. Guguak, Payakumbuh 2 Public High School, Payakumbuh 3 Public High School, Payakumbuh 1 State Vocational School, Payakumbuh 2 Vocational School, Payakumbuh Vocational High School, Genus Health Vocational School, Bukittinggi Imam Bonjol

Pharmacy Vocational School, Payakumbuh MAN 1, Payakumbuh MAN 2, Payakumbuh 1 Middle School Negeri 1 Kec. Payakumbuh, and SMP Negeri 3 Kec. Maybe.

Information :

SA : Strongly Agree

A : Agreed

DL : Disagree Less

D : Disagree