The Connection of Indonesian Learning and Environment

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Human in living literally lives side-by-side. For life to work out well, humans need language as a communication tool. Moreover, languages can also be identified because each language has its distinctive characteristics. Indonesian is the official language of the Indonesian nation. It was stated under the 2009 constitution of the Republic of Indonesia No. 24, article 1, verse 2, which reads, "the union language of the Republic of Indonesia, then called Indonesian, is the official national language spoken throughout the united republic of Indonesia. In this way, the Indonesian language can be taught early to children both formally and informally. They can obtain formal education through institutions such as schools, lectures, etc. Indonesian learning is one of the compulsory learning of the entire academic ranks (Desi et al, 2018). Then, they can obtain formal education through the surrounding environment. One example is possession of a language by a child, starting with the acquisition of the first language, often called mother tongue (Indah et al, 2019). Additionally, Sukma (2005) claims that language usage is closely related to social relations among speakers in society.

Language is one of the most effective means of communication. It is also worth noting in our contact, for others can judge us only by our conversation. Hence, we need to pay attention to and maintain the speech we use in communicating with someone regardless of who they are. When we have good manners, people think of us as ethical people. In this regard, Sumarsono (in Halawa et al, 2019) states that civility links language with aspects of life, both social structure and code of behavior and ethics. So it is with the language school environment used during the study to use polite language because the teacher's and students' conversation in the class is said to express the value-based manners (Ramadan et al, 2008).

Many students consider Indonesian learning to be a dull teaching tool, as they feel that the discussion and activity of Indonesian learning tend to be monotonous. Therefore, new learning innovation needs to be made so that students do not quickly become bored and become more enthusiastic about the study and study results. Based on that, Ramadan et al (2018) state

that innovative learning models can increase the learning result. Providing environmental education to Indonesian language studies can be used as one of the more innovations capable of developing resilience and student innovation. Like, we're given the assignment to write an environmentally-themed explanation text. Through it, the student can also increase his knowledge and awareness of the surroundings. Ramadan et al (2019) observed that using the environment theme in text-based learning can spark students' interest in learning the language and implicitly increase students' knowledge of the environment. Schools as educational institutions are also obligated to provide the student with ward education so that the student's level of awareness of the ward grows and continues to increase. According to Ramadhan et al (2019), education institutions as critical stakeholders must raise student environmental awareness.

Indonesian studies are familiar with the environment around them. The environment is one of the principal factors that can influence the development of a child's language. That can find that formally in Indonesian studies. Teachers can incorporate materials about the environment into Indonesian learning through existing texts of Indonesian learning, such as explanation text, description text, short text, etc. That is done to foster and enhance a child's awareness of his surroundings. Ramadan et al (2019) say that ward education is essential to increase learners' attitudes and awareness of the environment, ward consciousness, and behavior changes. Knowledge of the domain. Schools as educational institutions are also obligated to provide the student with ward education so that the student's level of awareness of the ward grows and continues to increase. According to Ramadhan et al (2019), education institutions must raise student environmental awareness as critical stakeholders.

In learning, students must understand the learning materials presented according to the education ranks arranged on the learning syllabus. For Indonesian literacy, the ability is one factor in a student's success in learning since it requires that an outline of Indonesian learning be able to understand text whether it is spoken, written, or visual. In connection with this, Sukma (2017) says that literacy ability significantly impacts students' success in learning and daily life. Then, indrayani al (2019) says that students' literacy needs to be enhanced primarily in literacy. Therefore, the student needs motivation from the teacher to be motivated to improve their ability to preach. Following Sukma's statement (2019) that teachers should motivate students.

According to Hartidini et al (2018), literacy is the heart of a student's ability to succeed in their school studies and face challenges for the future. In the end, students will meet broader environmental coverage, and student's level of understanding of something should also be increased. That way, Indonesian studies in the environment must be of good quality. For those qualities to be achieved, the learning methods applied by the teacher and students' interest in learning become special attention to continue to be increased. Putri and Syahrul (2019) revealed that in learning in a school environment, reading should receive serious attention from educators in Indonesia.

Therefore, it is necessary to spread a questionnaire to understand the percentage rate of the relationship or relationship between Indonesian learning and the environment. The distribution of this questionnaire aims to determine the level of the four options from the results of the statement that From a total of 30 respondents who participated in filling out the questionnaire, 28 respondents were more dominant female and 2 male respondents were 93.3% female, 6.7% male. The data results from the percentage of questionnaires that have been carried out through the google form can be seen as follows.

The first statement, "Language learning is first obtained from the environment", the percentage shows 50% strongly agree, 46.7% agree, 0% disagree, and 3.3% disagree. In the second statement, "Environment influences Indonesian language learning", the percentage obtained from the questionnaire is 41.9% strongly agree, 58.1% agree, 0% disagree, and 0% disagree. The third statement, "Environment has a relationship with the use of Indonesian in everyday life", the percentage obtained is 46.7% strongly agree, 53.3% agree, 0% disagree, and 0% disagree. The fourth statement, "Introduction to the environment is important to be included in learning in order to raise awareness of students in protecting the surrounding environment", the percentage obtained is 56.7% strongly agree, 43.3% agree, 0% disagree, and 0% disagree. The fifth statement, "The environment can be used as an object of Indonesian language learning", the percentage obtained is 43.3% strongly agree, 56.7% agree, 0% disagree, and 0% disagree. The sixth statement, "The use of environmental themes in learning can trigger students' interest in learning Indonesian", the percentage obtained is 41.9% strongly agree, 58.1% agree, 0% disagree, and 0% disagree. The seventh statement, "The environment can increase students' creativity in learning Indonesian", the percentage obtained is 29% strongly agree, 67.7% agree,

3.2% disagree, and 0% disagree. The eighth statement, "Using the right environment is able to make the language learning process run conducive and effective", the percentage obtained is 43.3% strongly agree, 56.7% agree, 0% disagree, and 0% disagree. The ninth statement, "Through learning Indonesian is able to make students closer to their environment", the percentage obtained is 19.4% strongly agree, 67.7% agree, 12.9% disagree, 0% disagree. The tenth statement, "After learning language about the environment is carried out, students are able to apply it to the surrounding environment", the percentage obtained is 38.7% strongly agree, 51.6% agree, 65.5% disagree, and 3.2% disagree.

Based on the explanation and the results of the already done questionnaire distribution, the authors can conclude that Indonesian learning and environment are linked. The environment can be used as an object of Indonesian learning. Additionally, the curvature can affect students' ability to understand learning. Then, the ward education is done through Indonesian literacy, which can foster and enhance the awareness of environmental students.

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