The Importance of Environmental Materials in Learning Indonesian in Schools

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In essence, humans are living creatures created by God with all their functions and potentials that are subject to the rules of natural law, experience birth, developmental growth, death, and so on, and are tied to nature and the social environment. Basically, humans are not the only creatures that exist on this earth. Apart from humans, there are also other creatures created by Allah SWT to complement and support each other in a complete global unity. Because, humans and the environment are an inseparable unit from one another, humans need the environment as a place to live and live while the environment needs humans so that environmental sustainability is always maintained.

Humans have a big role in the environment. The interaction that occurs between humans and nature and the environment is a reciprocal relationship that can be positive or negative. The increasing number of human population will certainly increase the existing environmental problems. In addition, the times have made humans more greedy and greedy to exploit the environment and nature on a large scale without thinking about the long-term consequences for future generations. Especially in the current situation, the environment continues to be damaged by irresponsible people. (Huang and Kawata, in Ramadhan et al, 2019) said that environmental problems are caused by careless human activities towards nature in order to fulfill and improve their quality of life. The more people do not care about the environment, the more natural disasters will arise.

This exaggerated exploitation activity also occurs in my area. This environmental pollution case was allegedly carried out by PT. Bakapindo in Bukit BatuPutiah, which is located on JalanJorong Durian NagariKamangMudiak, KamangMagek District, Agam Regency, West Sumatra Province. This case was reported to the National Police Chief in February 2020. Previously, a letter of objection report from the public had been sent to the West Sumatra Police on August 5, 2018, but it is very unfortunate that the handling is still in place for more than a year. Not only to the Chief of Police, this report has also been submitted to the Ministry of Environment and Forestry of the Republic of Indonesia. In the report, it was stated that the management and exploitation of this mining had a direct impact on the environment so that the community objected to the extension of the mining permit which ended in May 2018. Even though it has ended, this activity continues even without obtaining an official permit.

This limestone mining causes farmers to experience many losses caused by the

ash from the factory. The factory ashes produced from the PT production have entered and hit the existing crops in the rice fields for years, so that vegetable and fruit farmers often experience crop failure. In addition, the impact of this processing and exploitation has resulted in people's houses being filled with dust originating from the company's limestone processing. This situation was exacerbated by the sound of an explosion, which originated from Blusting's activities, because the company used explosives in exploiting it, which disturbed the community's livestock, besides that it also caused the condition of the residents' houses to become cracked due to the vibrations produced. In addition, there is also a Nature Reserve tour, NgalauKamang, which is one of the tourist destinations in the Regency of Agam which cannot be enjoyed and managed by the community because the mining carried out by PT is only 100 meters from the Ngalau (cave) location. The public also frequently complained about the means of transportation used, because it was suspected that the tonnage often exceeded the tonnage which resulted in damaged road bodies.

Apart from overexploitation of the environment, environmental problems are also caused by a lack of concern for the environment, intensive human activities in nature to improve the quality of life, and human unconsciousness of their own environment (Ramadhan et al. 2019). In line with that, (Lai, in Ramadhan et al 2019) said that environmental problems are inherently inseparable from the environment, values, and human attitudes. Environmental problems that are increasingly critical are problems that must be highlighted so that they can be resolved immediately together. Environmental problems are not problems of individuals or groups, but problems of mankind as a whole.

Here we can see clearly, that humans tend to want things that are practical and fast-paced. the need for rapid mobilization makes humans start destroying the existing ecosystem. With the depletion of the ozone layer, global warming is getting worse. If such conditions continue to occur in a sustainable manner without any clear treatment, the human environment will be threatened. This results in an imbalance of environmental conditions due to human activities who exploit the environment more than the humans who maintain it (Saputra, 2017). With this, we cannot turn a blind eye to what has happened. It is very necessary that the active role of humans in maintaining the balance of the environment so that the earth remains sustainable for generations to come.

One of the efforts to solve environmental problems is to instill the importance of protecting the environment from an early age to the younger generation. Small things such as disposing of trash in its place are the first steps we can take. Instilling a sense of responsibility and awareness of protecting the environment can be done in schools by applying environmental materials in Indonesian language learning. According to Uyar and Ensar (in Ramadhan et al, 2019), Using environmental themes in text learning can

trigger student interest in learning language and this can have implications for increasing students' knowledge of the environment.

Environmental education is a process to build a human population in the world who is aware of and cares about the total environment (as a whole) and all the problems related to it, and people who have the knowledge, skills, attitudes and behavior, motivation and commitment to work together, both it is individually and collectively, to be able to solve various environmental problems today, and prevent the emergence of new problems (UNESCO, Tbilisi Declaration, 1977). It is important that environmental education is given to students as early as possible so that students become accustomed to always protecting their surroundings.

Environmental education is obtained by students from the nuclear family environment and the surrounding community who can provide lessons about caring for the environment. It is only at school age that school teachers continue to learn about the environment more fully. According to Jacobs G. M and Cates K (in Ramadhan et al, 2019), the purpose of environmental education is to make students participate in protecting the environment. Environmental education can help students rethink the relationship between humans and the environment, understand the environment, and consider environmental problems related to life (Ramadhan et al, 2019).

However, to incorporate environmental education into language learning is not easy. Rivers (in Ramadhan et al 2019) said that as language teachers, we are the luckiest teachers, all subjects are ours. Whatever is communicated is ours. Teachers must have the necessary knowledge and environmental readiness for activities in the classroom to be effective (Ramadhan et al. 2019). Teachers are needed to teach the importance of protecting the environment and implementing it in everyday life. The role of the teacher is not only teaching but also as a motivator in the learning environment for students, so that students are more motivated to apply it in their daily lives. This can be done by including material on the importance of the environment in Indonesian language learning.

Topics about the environment can be included in Indonesian language learning in the form of text, this is because these topics can also be integrated into other subjects (Ramadhan et al 2019). In line with that, according to Hauchild, Poltavthenko, and Stoller (in Ramadan et al 2019) language teachers are in a unique position to promote environmental awareness.

Based on the problems described above, the authors conducted research on "The Linkage of Indonesian Language Learning with the Environment". This research was conducted by making 10 questions in the form of a google form questionnaire and distributed to 30 respondents. Respondents consisted of 26 students and 4 students.

First, as many as 63.3% of respondents strongly agree, 36.6% agree, 0% disagree and 0% disagree about the topic of environmental use is one of the good learning media applied in the Indonesian language learning process, because it can foster students' interest and enthusiasm.

Second, as many as 63.3% of respondents strongly agree, 36.6% agree, 0% disagree and 0% disagree about environmental material is a learning resource that can optimize the achievement of educational processes and outcomes in Indonesian language learning.

Third, as many as 60% of respondents strongly agree, 40% agree, 0% disagree and 0% disagree about the existence of environmental material students can imagine freely, by carrying out the Indonesian language learning process outside of school.

Fourth, 53.3% of respondents strongly agree, 46.7% agree, 0% disagree and 0% disagree about environmental education should be designed to contribute to students' cognitive, emotional, linguistic and psychomotor development, enabling students to develop positive attitudes towards the environment.

Fifth, as many as 76.6% of respondents strongly agree, 23.3% agree, 0% disagree and 0% disagree about providing environmental education through learning Indonesian since elementary school level is very important.

Sixth, as many as 60% of respondents strongly agree, 40% agree, 0% disagree and 0% disagree about the need for creativity and an innovative spirit from teachers to be able to take advantage of the environment as Indonesian language learning materials.

Seventh, 60% of respondents strongly agree, 40% agree, 0% disagree, and 0% disagree about the attitude of protecting the environment which is always applied during the learning process of Indonesian in the classroom.

Eighth, as many as 50% of respondents strongly agree, 46.7% agree, 3.3% disagree and 0% disagree about environmental preservation efforts through reading texts in Indonesian language learning in a representative way which illustrates how high human knowledge of nature is.

Ninth, as many as 56.7% strongly agree, 40% agree, 3.3% disagree, and 0% disagree about Indonesian language learning, environment-themed discourse materials (texts) are one of the strategies to integrate environmental education with the aim of to form and develop healthy thought patterns and behavior patterns, both physically and mentally in everyday life as a result of educational activities.

Tenth. as many as 53. 3% agree, 46. 7% strongly agree, 0% disagree and 0% disagree about having a strong stand in the natural environment as a "living space" for

Indonesian language learning is very important for students.

Based on the above research results, the authors conclude that environmental material is very important to be applied in Indonesian language learning. This material makes it easier for students to understand Indonesian material well, broadens students' insights, and builds students' ecological intelligence. In addition, the role of teachers is very important in implementing environmental education through learning Indonesian. Environmental material is material that is closely related to everyday life. Therefore, with environmental material the teacher can easily find relevant examples that make students more aware of the material provided, so as to help teachers imply Indonesian language material in schools.

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