The Relationship of Indonesian Language Learning with the Environment

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In the world of education there is a learning process carried out by teachers and students. Without the learning carried out by the teacher, of course students will not gain knowledge and experience about various things. The learning process is basically to develop the activities and creativity of students, through various interactions and learning experiences. However, in practice it is often not realized that there are still many learning activities that are carried out which actually hinder the activity and creativity of students. The learning process in the classroom generally emphasizes the cognitive aspect, so that the mental abilities learned are mostly centered on understanding knowledge and memory materials. In such situations, students are usually required to accept what is considered important by the teacher and memorize it. Teachers generally don't like the learning atmosphere where the students ask a lot of questions outside the context being taught. Seeing such conditions, the activities and creativity of students are hampered or cannot develop optimally.

There are many ways to create a conducive learning atmosphere that can develop optimal learning activities and creativity, according to the abilities of each student. One of them, namely the use of the surrounding environment for learning. Sudjana (2002) suggests that the learning outcomes achieved by students are influenced by two main factors, namely factors from within the student and factors that come from outside the student or environmental factors. Because 30% of student learning outcomes in schools are influenced by the environment. Even before students enter the world of school, they have been introduced and taught about the environment. Ramadhan et al (2019) said that from an early age, babies have interacted in their social environment. A mother often provides opportunities for babies to participate in social communication, so that's when the baby first gets to know socialization that this world is a place where people share feelings. Therefore, the more often and widely a child knows his environment, the better it will affect his development.

Tulalessy (2016) said that language learning and teaching should be based on the environment. The natural environment around us is everything, so that our feet, the basic values of life, and a natural, natural, harmonious, and harmonious life orientation can be re-grown from

an early age. Living naturally around us by allowing the diversity of fauna and flora with all their biota present (which is in the natural selection of sustainability), deserves to be a reference again in educating the children of this country. Returning to nature, after many of which have been damaged and polluted, must become a concern for the world of education, especially through language learning taught by language teachers, which is a new paradigm, the ecological paradigm. Language learning that is more "contextual" with nature must again become the main choice.

Many types of learning are studied in Indonesian, one of which is about literature. Sukma (2018) said that the implementation of literary learning so far still feels difficult for teachers, both in elementary and secondary schools. In general, teachers teach students by assigning students to read textbooks and do the exercises contained in them. As a result, learning literature can not be used by students to add insight and develop their personality.

According to Street (in Ramadhan, 2019) states that one of the learning activities is literacy activities. That is, literacy is assumed to be a neutral, decontextual skill set that can be applied universally. However, according to Pinto et al (2007), many education policy makers still rely on the concept of literacy which only provides skills to strengthen the competitiveness of the national economy. Rogers et al (2000) said that it was reflected in literacy activities that were only carried out in schools, should to create more inclusive literacy practices, we must understand the relationship of literacy practices to discourse, family, and the community environment. Sukma (2017) revealed that literacy skills have a significant influence on students' success in learning and understanding spoken, written, and visual texts. Sukma (2019) says that teachers should motivate students. Through this motivation, a teacher can create various learning experiences for students. Therefore, the environment has an important role as a forum for students to practice their literacy activities. When students are faced with the outside environment, students must be able to communicate well and politely. Ramadhan (2019) reveals that politeness is a habit regarding behavior that applies in society. In everyday life situations, a polite attitude will have a positive impact on social relations with the surrounding environment.

In language learning with environmental themes, it is an indication to be able to form the intelligence of the heart, mind, and hands in which the three competencies are related to one another. Daryanto and Suprihatin (2013) say that to raise human awareness of the surrounding environment, the most important process and must be done is to touch the heart. If the awareness

process has occurred and changes in attitudes and mindsets towards the environment have occurred, then it can be done to increase knowledge and understanding of the environment (mind), as well as increase skills in managing the environment (hands).

To support learning activities, teachers can use various test models, one of which is LKS. Nadlah (in Sukma, 2018) states that one of the supporting learning facilities that can be used to explore the environment is the Student Activity Sheet (LKS). The content or subject matter of the LKS may include environmental issues. Ramadhan (2019) says that in order for these student tests or worksheets to get satisfactory results from students' answers, of course the teacher must have good skills in making tests. If the teachers, have low skills in making tests based on higher order thinking skills, it will have an impact on the low quality of the tests produced, and will have a bad impact on the process of measuring and evaluating student competencies.

Being firmly grounded in the natural environment as a 'living space' for language learning is very important for our students. Environmental issues that are manifested in the form of reading materials, illustrated images or photos, song texts, and even posters about natural beauty are unique conservative ideas so that they can enrich students' insight to interpret and understand how important nature is for human survival. , either directly or indirectly.

Based on the questionnaire that the author distributed regarding "The Relationship of Environmental Learning with Indonesian Language Learning" to students at the State University of Padang in semester 5, students at Andalas State University Padang in semester 5, students at the State Islamic University Iman Bonjol Padang in semester 3 and, 5, students at Eka Sakti University in semester 5 , Batu Sangkar State Islamic Institute Semester 7, STIKES Padang Student 5th semester. Of the total 39 respondents who took part in filling out the questionnaire, 24 respondents were dominant and 15 were male, with a percentage of 61.5% female, 38.5% man. The data results from the percentage of questionnaires that have been carried out through the goggle form can be seen as follows:

The first statement, "Environmental materials have a very important role in the development of Indonesian language learning", 56.4% strongly agree, 43.6% agree. The second statement "In learning Indonesian at school, students are not required to use Indonesian", 23.1% strongly agree, 25.6% agree, 28.2% disagree, 25.6% disagree. The third statement, environmental-based learning has the aim that students participate in protecting and preserving the environment", 66.7% stated strongly agree, 33.3% agreed. The fourth statement, "instilling a

sense of care and love for the environment can be done in schools by applying environmental materials in Indonesian language learning" 56.4% strongly agree, 43.6% agree. The fifth statement, "The advantage of having environmental materials in Indonesian language learning is that students can respect and protect the environment well", 64.1% strongly agree, 33.3% agree. The sixth statement, "Environmental material can be applied by writing expository text", 41% stated strongly agree, 53.8% agreed, 5.1% disagreed. The seventh statement, "Environmental materials can make it easier for students to understand Indonesian language material" 43.6% stated strongly agree, 51.3% agreed, 5.1% disagreed. The eighth statement, "The environment can be used as a theme in Indonesian language learning", 48.7% strongly agree, 43.6% agree, 7.7% disagree. The ninth statement, "Utilization of the environment is one of the good learning media to be applied in the learning process", 51.3% strongly agree, 48.7% agree. The last statement, "The atmosphere in the school environment must be created as optimally as possible to support students to feel comfortable and at home in learning", 56.4% stated strongly agree, 43.6% agreed.

From the results of the questionnaires that have been conducted regarding the relationship between environmental learning and Indonesian language learning which were distributed to 39 students from various universities, the authors can conclude that environmental learning has a relationship with Indonesian language learning. The environment is one of the good learning media to be applied in the learning process, because it can foster student interest and enthusiasm. Environmental materials are widely used or applied by teachers in Indonesian language teaching materials. Education is used as a forum in the process of planting insight and concern for the environment. The environment has a broad scope to be used as a material in learning, such as environmental material that can be included in the discussion of short stories, report texts and so on, where so that students can write short stories or report texts well, of course students must have the experience gained through the environment. By using environmental materials, teachers will have a good impact on the learning process itself, especially for students. Students become aware of and care about the importance of the environment. In addition, environmental education materials can be an alternative choice to be applied to students so that they are able to develop a mindset and act, behave physically and mentally healthy in the students' daily lives themselves.

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