The Teaching of The Indonesian Language Relates to The Environment

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The environment is everything around the human being as a person or in the process of the associations and relationships between the organisms in which he lives. A specially trained intellectual student, this is what his conscious or unconscious needs become. Between man and his environment lies a mutual relationship. Man influences his environment, and instead man is affected by his environment and is inseparably connected (Guci et al, 2018). Guci et al (2018) also adds that the environment is indispensable to learners, communities, nations and countries. Because today huge amounts of development in Indonesia can have a negative impact on the environment, river pollution, toxic smoke pollution of motor vehicles and much more. Thus, a student is driven by his intellect and intellect to write a series of environmental arguments, thus being able to influence the reader to maintain the environment for the sake of human survival.

One of these sustainable environmental solutions is to instill early in the young generation the importance of preserving the ward. Small things like throwing away garbage, using only necessary water, and so forth are the first steps to take. Instilling a sense of responsibility and awareness that keeping the ward can be done in schools by applying the ward materials in learning. One of the lessons that can be associated with environmental materials is language learning. According to Uyar and Ensar (in Ramadan et al, 2019), using the environment theme in text study can spark students' interest in language study and can in implication increase students' knowledge of the environment.

Ward based learning aims to make students participate in protecting the ward. Not view the environment as something that can be exploited for personal gain, but as a valuable asset worth protecting for human survival. Therefore, it is important to develop a knowledge of the environment, environmental awareness and behavioral changes to the environment. Ward education can help students rethink the relationship between the human and the ward, understand the ward, realize the ward issues and consider the life-related ward issues (Ramadan et al, 2019).

According to Sukma et al (2020) as individuals, humans have the responsibility to solve environmental problems. One possible solution to address ward problems is to know all the

environmental factors correctly in order to preserve the environment. The most effective efforts to achieve these goals are adequate environmental education systems, mapped and intended to provide awareness, awareness and information on ward problems to students of all levels. Increased awareness of the environment can be acquired through the educational process. The purposes of the ward education can be identified as a positive transformation of the ethics of the individual environment, ward knowledge, environmental awareness, environmental attitudes and behaviors. People's knowledge, interest in and attitude toward the environment are effective in their behavior toward the environment.

According to Zulhafizh et al (2013), the increased attitudes and motivations of students learning on learning activities are highly expected that students' study results will increase. Lisda and Sukma (2021) express study results very closely to the learning process. Learning results can be seen from knowledge, skill and attitude possessed by learners according to the purpose of learning. The effort to learn the role of the attitude and motivation to learn from the results of the study, especially in the Indonesian language lesson, needs to be observed and analyzed of that attitude and motivation. Knowing the student's attitude and motivation, helping teachers or schools formulate appropriate strategies for developing teaching activities, especially at environmentally based Indonesian lessons. Princess et al (2012) states this learning is done to grow the students' skills. Adept at listening, speaking, reading, and writing. Hasibuan et al (2021) states that learning is closely associated with the learning process, learning results can be seen from knowledge, skill, and attitude acquired by learners according to the purpose of learning

Ramadhan et al (2019) says that in Indonesian-based ward education it is important to increase the student's attitude and awareness of the environment around him. Ward education can make students think critically and contextually. This critical, contextual way of thinking will affect Indonesian learning, so that both ward education and language learning are closely linked. Putri and Syahrul (2019) revealed that in learning in a school environment, teaching to read should receive serious attention from educators in Indonesia. Through teaching, educators are able to direct learners in language learning.

According to Sukma (2012) school orientation also needs serious attention. Many Indonesian teachers still teach with learn-oriented learning materials. According to Sukma et al (2020) school studies that can instill a positive character in students cannot be forced if focused

only on the giving of materials related to positive character. Sukma (2020) states that an important character implanting has been established since students have been in elementary school. Character implanting can be done in the learning process at school. The great variety of character and habits of students at school coming from different family backgrounds is a big influence and is giving rise.

According to Sukma (2020) at an early age, a good way to learn is to play along. The teacher's efforts to give learning materials an interesting way but still keep students focused, thus achieving the learning objective. The medium of learning that is a vehicle for learning experience. In addition, the learning media is also a factor in the learning process of communicating information at school. As a communication tool in learning, it is important to find learning media that is appropriate with students.

Sukma (2012) the orientation of literature at school also needs serious attention. Many Indonesian teachers still teach with learn-oriented learning materials. According to Sukma et al (2020) school studies that can instill a positive character in students cannot be forced if focused only on the giving of materials related to positive character. At this early age, a good way to learn is to play along. The teacher's efforts to give learning materials an interesting way but still keep students focused, thus achieving the learning objective. The medium of learning that is a vehicle for learning experience. In addition, the learning media is also a factor in the learning process of communicating information at school. As a communication tool in learning, it is important to find a media outlet.

According to Ramadan et al (2018) innovative learning models can increase the learning result. Therefore, integrating environmental education in the Indonesian learning process is one way to bring about and develop students' capabilities so that students can innovate and collaborate with their surroundings. Ramadan et al (2019) states ward education can help students to rethink the relationship between the human and the environment, begin to understand the environment, realize ward issues and consider the environment issues related to their lives. It can also change the entire system of consumer mentality, world view and education. It also produces certain behavioral skills in relation to the environment, and it develops optimization and harmony between man and nature.

Based on the description above, the author conducted a research by distributing questionnaires on "The Relationship of Indonesian Language Learning with the Environment" to students at Padang State University, Baiurrahmah University, Andalas University, Padang Panjang Art Institute, Solo Indonesian Art Institute, Yogyakarta Art University and Bung University. Hatta. From a total of 38 respondents who took part in filling out the questionnaire, 32 respondents were more dominantly female and 6 respondents were male with a percentage of 84.2% female, 15.8% male. The results of the data from the percentage of questionnaires that have been carried out through the google form can be seen as follows.

The first statement, "It is very important to educate children about the environment from an early age" 76.3% strongly agree, 21.1% agree, 0% disagree, and 0% disagree. The second statement, "The environment is very important in learning Indonesian" 28.9% strongly agree, 71.1% agree, 0% disagree, and 0% disagree. The third statement, "Environmental materials in Indonesian language learning can be applied in everyday life" 44.7% strongly agree, 52.6% agree, 0% disagree, and 0% disagree. The fourth statement, "Environment-based learning aims to make students participate in protecting the environment" 42.1% strongly agree, 52.6% agree, 5.3% disagree, and 0% disagree. The fifth statement, "Learning about environmental materials can directly or indirectly form an independent personality in students" 26.3% stated strongly agree, 68.4% agreed, 5.3% disagreed, and 0% disagreed. The sixth statement, "Learning about the environment directly or indirectly can develop students' mindsets and actions" 65.8% agreed, 31.6% strongly agreed, 0% disagreed, and 0% disagreed. The seventh statement, "Teachers have an important contribution in introducing environmental knowledge through classroom learning" 57.9% strongly agree, 39.5% agree, 0% disagree, and 0% disagree. The eighth statement, "Efforts to preserve the environment can be done through reading texts in learning Indonesian" 18.4% strongly agree, 71.1% agree, 0% disagree, and 0% disagree. The ninth statement, "Environmental material is an interesting and varied topic to study, especially in learning Indonesian" 31.6% strongly agree, 65.8% agree, 0% disagree, and 0% disagree. The tenth statement, "Learning about environmental materials can directly or indirectly form an independent personality in students" 63.2% agreed, 26.3% strongly agreed, 10.5% disagreed, and 0% disagreed.

From research through distribution of the above Numbers, it could be concluded that environmental material is vital to applying to Indonesian learning. It is evident when respondents consider the role and benefits of Indonesian learning to be important. Communities, especially among students and students, are aware of and understand the importance of the environment in Indonesian learning. Environmental materials make it easier for students to properly read Indonesian materials, supplement students' insights, and build student ecological intelligence. Environmental materials are very closely related to everyday life. Therefore, with the teacher's environmental materials, it is easy to find relevant examples that give students a better understanding of the material given, which may help teachers to incorporate Indonesian materials at school. This conforms to the opinion of Ramadan et al (2019), by integrating ward education into the class, teachers can increase students' interest in contemporary issues that may directly affect their future.

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