The Relationship of Indonesian Language Learning with the Environment

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The school environment has an impact on student learning at school, because if the school environment makes students feel uncomfortable, then these students will also lack their focus on learning, and if these students do not focus on learning, students will not understand what the teacher is teaching in front of the class . So, indirectly, learning at schools that have adequate environments and comfortable facilities is better than schools with dirty environments and uncomfortable facilities. According to Mitsuki and Lai (in Ramadhan et al, 2019), around the world, everyone faces serious environmental problems, such as global warming, acid rain, destruction of the ozone layer, environmental pollution, natural damage, and loss of biodiversity that can threaten the lives of current generations. ,

One of the efforts made by the government in the context of environmental preservation is through education. To support the protection and maintenance of the environment in schools, the Indonesian Ministry of Environment in collaboration with the Indonesian Ministry of Education and Culture launched the Adiwiyata school program. The Adiwiyata school program aims to create school members who are responsible for supporting environmental protection and maintenance through good school governance in the context of sustainable development. Meanwhile, the benefits of the Adiwiyata program for students are to raise awareness of the environment and understand how important it is to maintain a good environment.

Not only the government, but Indonesian language teachers can also make efforts to maintain the environment in schools. According to Nazarenko and Bergman (in Ramadhan et al, 2019), to overcome this, teachers play an important role in teaching environmental education and fostering student awareness about the environment. One of the efforts to solve environmental problems in schools is to instill in students the importance of protecting the classroom and school environment. Efforts that can be made, such as before starting learning, the teacher gives directions to students to ensure that the classroom environment is clean and there is no trash so that learning activities take place cleanly and comfortably.

In connection with these efforts, teachers can also incorporate environmental material into Indonesian language learning with the aim that students care about cleanliness

environment. The provision of material related to maintaining environmental cleanliness to students in schools is expected to grow students' awareness of the responsibility of maintaining a clean environment, and finally students will carry out and carry out a healthy and clean life. Environmental education can be integrated into other subjects, one of which is learning Indonesian. Integration can be done by using the theme of the environment in text learning. Through the text being studied, students can learn the language and gain environmental knowledge through the content of the text that is read (Ramadhan et al, 2019). In addition, in giving assignments the teacher can also give assignments to students to make crafts from used goods, this is useful for deepening the procedural text material. Not only in procedural text material, in teaching exposition text, the teacher can also include environmental material into Indonesian language learning such as the teacher giving assignments to students to make examples of exposition text with topics about the school environment. This is in accordance with the opinion of Hauchild S, Poltavthenko E, and Stoller F, L (in Ramadhan et al, 2019), by integrating environmental education into the classroom, teachers can increase students' interest in contemporary problems that may directly affect their future. According to Kollmuss A and Agyeman J, Schultz PW, Shriver C, Tabanico JJ, and Khazian AM, Xehua Z, and Çokçaliskan H and Çelik Ö (in Ramadhan et al, 2019), so that students participate in protecting the environment, it is important to develop knowledge about environment, environmental awareness and changes in behavior towards the environment. According to Jacobs GM and Cates K (in Ramadhan et al, 2019), the purpose of environmental education is to make students participate in protecting the environment and to make students participate in protecting the environment.

The environment plays an important role in student language acquisition, by including material about the environment, students will more easily understand the learning process. The teacher can invite students out of the classroom to see their surroundings. Then the students were given exercises to write poetry on the theme of the environment. Learning Indonesian with an environmental approach aims so that students gain knowledge and understanding by observing for themselves what is in the surrounding environment, both at home and in the school environment. According to Obasoro, Olinloye, and Ilensami (in Ramadhan et al, 2019), students need to have good experience in understanding and coping with every change in global and community environment. According to Begman B, G (in Ramadhan et al, 2019), related to that teachers also have

The teacher plays an important role in teaching environmental material to students. Teachers in environmental material taught by the teacher make the teacher an appropriate model in understanding environmental material. In addition, students also play an important role in responding and applying their understanding in studying environmental material. the application of students, the learning environment material in the learning provided by the teacher, the learning objectives will not be achieved.

According to Hidayati (2012) Effective learning needs to be supported by the use of adequate learning media. In addition to functioning as a tool for teachers in teaching, learning media can also be a tool for students so that students can more easily understand the subject matter being studied. To improve learning outcomes, learning media need to be used as a learning resource for students, including environmental media as a medium and at the same time a learning resource. According to Buldur and Omeroglu (in Ramadhan et al, 2019), everyone has the same obligation to protect the environment. To be able to protect the environment requires understanding and knowledge of the environment. Environmental education can be integrated into other subjects, one of which is language learning. According to Rivers W (in Ramadhan et al, 2019), as language teachers, we are the luckiest teachers, all subjects are ours. Whatever our students want to communicate, whatever they want to read, is our subject matter.

The positive impact of implementing an environmental approach is that students can be stimulated by their curiosity about something in their environment. The environment is an influential component in implementing teaching and learning activities. The environment can also support teaching and learning activities in schools. However, in reality there is still a minimum level of awareness of the importance of the environment in learning Indonesian. Therefore, researchers examined the importance of environmental materials in Indonesian language learning.

Based on the statements described above, the authors conducted research on the Relationship of Indonesian Language Learning with the Environment. The research was conducted by making 10 statements in the form of a questionnaire *google form*, with 35 respondents consisting of 82.9% women and 17.1% men. Most of the respondents were 20 years old and 82% were students. The author obtained the following data.

Point 1 is that before starting learning, the teacher gives directions to students to ensure that the classroom environment is clean and there is no trash so that learning activities take place cleanly and comfortably, which states strongly agree (65.7%), agree

(20%), disagree (14.3%), disagree (0%), strongly disagree (0%). Point 2 that environmental material is included in Indonesian language lessons with the aim that students care about environmental cleanliness, who strongly agree (74.3 %%), agree (17.1%), disagree (5.7%), disagree (2.9%) strongly disagree (0%). Point 3 is that the teacher gives assignments to students to make crafts from used goods in order to deepen the procedural text material, which states strongly agree (65.7%), agree (25.7%), disagree (5.7%), disagree (2.9%) strongly disagree (0%). Point 4 that in communicating in a school environment, teachers require students to use Indonesian, which states strongly agree (60%), agree (31.4%), disagree (8.6%), disagree (0%), strongly disagree (0%).

, agree (22.9%), disagree (5.7%), disagree (2.9%), strongly disagree (0%). Point 6 is that the teacher gives assignments to students to make examples of exposition text on topics about the school environment, which states strongly agree (42.9%), agree (45.7%), disagree (8.6%), disagree (2.9%), strongly disagree (0%). Point 7 states that the environment plays an important role in language acquisition for students, who strongly agree (57.1%), agree (40%), disagree (2.9%), disagree (0%), strongly disagree (0%). Point 8 states that the teacher invites students to leave the classroom to see the environment. Then the students were given exercises to write poetry with environmental themes, which stated strongly agree (48.6%), agree (31.4%), disagree (11.4%), disagree (5.7%), strongly disagree. agree (2.9%). Point 9 that learning Indonesian with an environmental approach so that students gain knowledge and understanding by observing for themselves what is in the surrounding environment, both at home and in the school environment, which states strongly agree (62.9%), agree (20%), disagree (17.1%), disagree (0%), strongly disagree (0%). Point 10 states that the positive impact of implementing an environmental approach so that students can be stimulated by their curiosity about something in their environment, which states strongly agree (60%), agree (37.1%), disagree (2.9%), do not agree (0%), strongly disagree (0%) who strongly agree (62.9%), agree (20%), disagree (17.1%), disagree (0%), strongly disagree (0%). Point 10 states that the positive impact of implementing an environmental approach so that students can be stimulated by their curiosity about something in their environment, which states strongly agree (60%), agree (37.1%), disagree (2.9%), do not agree (0%), strongly disagree (0%) who strongly agree (62.9%), agree (20%), disagree (17.1%), disagree (0%), strongly disagree (0%). Point 10 states that the positive impact of implementing an environmental approach so that students can be stimulated by their curiosity about something in their environment, which states strongly agree (60%), agree (37.1%), disagree (2.9%), do not agree (0%), strongly disagree (0%)

Based on the results of the study and research conducted by the author, it can be concluded that educational institutions have an important role in the process of planting environmental insight education for students, and teachers as educators are always connecting the process of environmentally based positive values to students. The provision of material related to maintaining environmental cleanliness to students in schools is expected to grow students' awareness of the responsibility of maintaining cleanliness

environment, and finally students will run and carry out a healthy and clean life. This paper is used as material for joint evaluation for writers, readers and the general public to protect the environment together for environmental preservation.

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