Environmental Linkage in Indonesian Language Learning

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The environment is an aspect that is related to many things, one of which is related to learning. The environment can affect the quality of learning for students, especially when learning Indonesian. In learning Indonesian, it can be called environmentally friendly learning. Environmental-based Indonesian language learning is known to be able to reduce student boredom during learning activities. When students experience boredom or boredom in learning, educators or teachers can invite them to take advantage of the surrounding environment as a source and fun learning media. This learning foundation can also improve social relations between students, including in terms of values and norms. Therefore, it is able to help students rethink the relationship between humans and the environment so that students can recognize and think about environmental issues.

In learning related to the environment is very important for students. Uyar and Ensar (in Ramadhan et al, 2019) suggest that using environmental themes in text learning can arouse students' interest in learning languages and by implication can increase students' knowledge about the environment. In learning about the environment, students are able to participate in protecting and protecting the environment. For this reason, it can make students view the environment as a valuable asset that should be protected for human survival, not as something available for personal gain. Therefore, it is very important to develop knowledge about the environment, awareness about the environment, and changes in behavior towards the environment (Ramadhan et al, 2019). It was also clarified by Buldur and Omeroglu (in Ramadhan et al, 2019) that environmental education is important to increase students' attitudes and awareness of the environment.

According to Sukma (2007) In carrying out the development of students' knowledge and experience, teachers play an important role in developing students' knowledge and experiences in everyday life and are able to guide students towards critical thinking on matters relating to the student's experience. Through learning that concerns the environment, students are able to train students to think critically and contextually, with a critical and contextual way of thinking that

can affect Indonesian language learning, so that understanding of the environment and language learning are interrelated. Thus, teachers use the environment to train, familiarize, and encourage students to be responsive to environmental conditions related to learning. Not only that, according to Sukma (2019), teachers should also motivate students to do this. Then the teacher must also be wise in utilizing the environment as a learning medium which can later make students more innovative and creative in learning. According to Ramadhan et al (2018), an innovative learning model is learning that is able to improve student learning outcomes, so that they are also able to improve their skills and abilities.

Creativity is closely related to the influence of the environment for a student, according to Munandar (in Piliang et al, 2014) creativity is the result of individual interaction with the environment, so it can be seen if a creative student can be determined by encouragement or motivation from within and his environment. Then it will greatly affect the learning outcomes. This is in line with the opinion of Zulhafizh et al (2013) that students' attitudes and learning motivation contribute to their learning outcomes, namely the Indonesian language. Therefore, creativity is needed to improve learning.

Efforts to improve learning related to the environment can be through the literacy movement. According to Sukma (2017), literacy skills have a huge impact on student success in learning and everyday life. In addition, literacy can play an important role in student literacy education. Not only that, in literacy education, teachers also need to instill character education in students. According to Sukma (2020) the cultivation of important characters is instilled since students are still in elementary school. Character planting can be done in the learning process at school so that students are wiser towards the environment. Here, the role of a teacher is needed to achieve government goals. According to Sukma (2012) and Ramadhan et al (2019), the teacher acts as a facilitator and manager of learning in the learning process. With the supervision and guidance of teachers, students are expected to develop a sense of love for the environment.

Based on the questionnaire that the author distributed about "Environmental Linkages in Indonesian Language Learning" to Padang State University students in semesters 3 and 5, students at Jambi University in semester 5, students at Muhammadiyah Yogyakarta University in semester 5, students at the Islamic State University Sunan Kalijaga in semester 5, students at Brawijaya University in semester 5. 5, 5th semester students of Diponegoro University, 5th

semester of Helvetia Health Institute students, 5th semester of Wali Songo Islamic State University students, 1st semester of Sultan Thaha State Islamic University students, 1st semester of Indonesian Islamic University students. Of the total number of 32 respondents who participated in filling out the questionnaire. The female respondents were more dominant with 31 female respondents and 1 male respondent with a percentage of 96.9% female, 3.1% male.

The results of the questionnaire distribution that have been carried out show that there are 59.4% of respondents agree and 40.6% agree that involving the environment in learning Indonesian is able to develop students' thinking and acting skills. Then 46.9% of respondents agree and 53.1% strongly agree that the material in involving the environment is able to make students not easily bored and more interested in participating in the teaching and learning process. Furthermore, 3.1% of respondents disagree, 53.6% agree and 40.6% strongly agree that one form of environmental linkage in learning can be found in descriptive text material that aims to describe an event, event, picture, human, and others. -other. As many as 3.1% of respondents did not agree, 53.6% of respondents agreed, and 40.6% of respondents strongly agreed that students involved or interacting directly with the environment were able to foster a sense of love, responsibility, and care for the environment. In addition, in linking environmental material, it is very influential on the Indonesian language learning process, there are 3.1% of respondents disagree, 65.6% agree and 31.3%. Then 62.5% of respondents agree, and 37.5% of respondents strongly agree that the material by observing the environment can train students to make an example of a literary work with the environmental theme. In the material statement about a clean and good environment being one of the components supporting student success in learning, it was found that 3.1% of respondents did not agree, 53.1% of respondents agreed and 43.8% of respondents strongly agreed. Furthermore, there are 71.9% of respondents agree and 28.1% of respondents strongly agree that linking the environment in learning Indonesian is able to open broad knowledge and insight for students. As many as 6.2% of respondents disagree, 68.8% of respondents agree and 25% of respondents strongly agree that the legend material about Rorojongrang Temple from Yogyakarta is related to the environment in learning Indonesian. Finally, it can be found that 3.1% of respondents disagree, 53.1% of respondents agree and 43.8% of respondents strongly agree that the material about teachers as educators, it is necessary to provide material related to the environment to students in order to train awareness about the importance of maintaining environment.

Based on the results of research that has been done by the author, it can be concluded that the relationship between the environment in learning Indonesian has an important role to grow and develop students' awareness of the need to protect the environment. Materials about the environment can be included in Indonesian language learning such as students can be instructed to make the text being studied with an environmental theme. The author hopes that by linking the environment in learning Indonesian, it can make students more responsible and take care of the surrounding environment so that it will be better in the future.

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