The Relationship of Indonesian Language Learning with Environmental Materials

Intan Juwita Sari/18016075

intanjuwitasari980@gmail.com

The environment is one of the most influential components to support the success of students in the teaching and learning process in schools. This is in line with Dirgeyasa's opinion (in Yantama, Ramadhan, and Afnita, 2013) which states that the success and failure of the teaching and learning process is highly dependent on the reality of student input, the teaching and learning process, teacher competence, assessment, and motivation. Ramadhan et.al (2019) said that teachers play an important role in conveying this knowledge to students, because students are the next generation who are tasked with protecting the environment. Environmental education can be integrated into language learning lessons. This integration can be done by using the theme of the environment in text learning. Through the text, students can learn the language and gain environmental knowledge through the content of the text they read.

Environmental materials are indispensable in the world of education, to increase public awareness. According to Ramadhan, Sukma, and Indriyani (2019), increasing environmental awareness can be obtained through the education process. Education is the key in preventing and solving environmental problems. Sukma, Ramadhan, and Indriyani (2020) said the important role of environmental education is to develop individuals who have scientific knowledge about environmental issues and high environmental concern. In addition, it has the potential to help future generations manage life and build a prosperous future. In addition, environmental education can also help students rethink the relationship between humans and the environment, understand the environment, be aware of environmental problems and consider environmental problems related to life (Ramadhan et al, 2019).

According to Obasoro, Oyinloye, and Ilensami (in Ramadhan et al, 2019), students need to have experience in taking initiatives in connection with urgent requirements in the field of global and societal challenges. In line with that, according to Bergman B, G (in Ramadhan et al, 2019), teachers play an important role in teaching environmental education. The teacher can provide environmental material to students so that students can understand the right examples that can be found around them. Apart from teachers, students also have an important role in the

learning process. Without a response or action to apply the material provided by the teacher, the purpose of this learning will not be achieved. Sukma (2005) states that language learning requires a teacher to be able to develop various techniques and variations in techniques that can increase student interest in learning.

Living in a social environment, leads us to be able to communicate well with each other. This is in line with the opinion of Sukma (2005) that the use of language is closely related to social relations between language speakers in society. This social relationship is related to students' communication skills, students' understanding of language use, and the way students sort out the language they will use. Through language, a person can find out the thought patterns and insights that we have. So that material about the environment is very important in shaping the mindset of students to be broader.

Efforts that can be made in overcoming environmental problems are to train yourself from childhood to love and preserve the environment, by always maintaining cleanliness and always disposing of garbage in its place. Instilling a sense of responsibility and awareness of protecting the environment can be done in schools by applying environmental materials in learning. One of the lessons that can be related to environmental material is learning Indonesian. (Erawati, 2019).

Based on the problems discussed above, the authors conducted research on "The Importance of Environmental Materials in Learning Indonesian in Schools". This research was conducted by making 10 questions in the form of a google form questionnaire and distributed to 30 students from different universities. From the total number of respondents who filled out the questionnaire, it turned out that women were more dominant than men, with a percentage of 63.3% women and 36.7% men. The results obtained from this study are as follows. The first statement, namely the material about the environment is very important to be included in the Indonesian language subject, states that 50% strongly agree, 50% agree, 0% disagree, and 0% disagree. The second statement, namely the existence of material about the environment in Indonesian language learning can train students in preserving the surrounding environment, expressing 50% strongly agree, 50% agree, 0% disagree, and 0% disagree. The third question, namely the material about the environment is also closely related to the use of Indonesian in everyday life. 66.7% agree, strongly agree 30%, disagree 3.3%, and disagree 0%. The fourth question, namely the teacher asked the students to make a text on how to recycle garbage stated

strongly agree 53.3%, agree 43.3%, disagree 3.3%, and disagree 0%. The fifth question, namely For the sake of enrichment of Indonesian reading and learning materials, the use of environmental themes can be used as a source of teaching materials, agreeing 53.3%, strongly agreeing 40%, disagreeing 6.7%, and disagreeing 0%. The sixth question, namely the environment can be used as a visual media for learning Indonesian, agreeing 50%, 46.7% strongly agree, 3.3% disagree, and 0% disagree. The seventh question, namely through learning Indonesian, the students will get closer to the surrounding environment, expressing agree 53.3%, strongly agree 40%, disagree 6.7%, and disagree 0%. The eighth question, namely the existence of material about the environment makes students not feel bored when learning Indonesian is taking place states agree 48.3%, strongly agree 41.4%, disagree 10.3%, and disagree 0%. The ninth question, namely the teacher prepares Indonesian language learning materials related to the environment states agree 60%, strongly agree 40%, disagree 0%, and disagree 0%. The tenth question, namely after learning about the environment, students are able to apply it to the environment, state that they strongly agree 56.7%, agree 40%, disagree 3.3% and disagree 0%.

From the results of the above research it can be concluded that environmental material is very important to be applied in Indonesian language learning. The existence of material about the environment will make it easier for students to understand Indonesian material well, increase student knowledge, and can build students' ecological intelligence. Environmental material is material that is very closely related to everyday life, because as social beings we need knowledge of the environment. With the existence of material about the environment in Indonesian language learning, it will make it easier for teachers to find relevant examples, and students will also better understand the material provided and do not make students bored or bored during the learning process.

Daftar Pustaka

- Bergman B G 2016 Assessing impact of locally designed environmental education projects on students' environmental attitudes, awareness, and intention to act *Environmental Education Research* 22(4) 480 -503.
- Buldur, A. and Ömeroglu, E. (2018). An examination of the relationship between pre-school children's and their teacher' attitude and awareness towards the environment *Journal of Education and Learning* 7(2) 221-9
- ErawatiYolani. (2019). the importance of environmental material in Indonesian language learning in schools
- Ramadhan, S., Sukma, E., &Indriyani, V. (2019). Environmental education and disaster mitigation through language learning
- Ramadhan , S., Sukma, E., & Indriyani, V. (2019). Environmental education and disaster mitigation throught language learning. *IOP Conference Series: Earth and Environmental Science*, 314.
- Ramadhan , S., Sukma, E., & Indriyani, V. (2019). Environmental education and disaster mitigation throught language learning. *IOP Conference Series: Earth and Environmental Science*, 314, pp.1-9.
- Ramadhan, S., Sukma, E., & Indriyani, V. (2019). Persepsi Guru Terhadap Penggunaan Bahan Ajar Bahasa Indonesia Dengan Perangkat Seluler dan Aplikasi Edmodo: Seminar Internasional Riksa Bahasa XIII.
- Ramadhan, S., Zaim M., Atmazaki., & Indriyani, V.(2019) Literasi Baca Tulis dan Inovasi Kurikulum Bahasa: Jurnal Kembara. Vol 5 No 1.
- Sukma, E. (2005). Penerapan Pendekatan Komunikatif dalam Pembelajaran Struktur Bahasa Indonesia di Sekolah Dasar. *Diksi*. Vol 2 No.1