The Importance of Environmental Materials for Learning Indonesian in Schools

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In environmental life has a very important role. Environmental materials can be linked to Indonesian language learning. In learning Indonesian, environmental material is very important, because by studying environmental material students will have a good understanding of environmental material, so that students have sensitivity and concern for the environment, especially the classroom environment when learning Indonesian.

The environment includes everything that is around us. Ramadhan, Sukma, and Indriyani (2019) each individual has the same obligation to protect the environment. In addition, Ramadhan, Sukma, and Indriyani (2019) also said that "environmental problems are inherently inseparable from environmental awareness, values, and attitudes of people. This encourages countries to start assessing environmental education ". Basically, environmental problems cannot be separated from environmental awareness, values, and community attitudes. This encourages countries to start assessing environmental education. " One problem that often occurs is the cleanliness of the surrounding environment. People do not realize that their actions can damage the environment.

The environment affects a person's politeness in language. In line with that, Noibe Halawa (2019) politeness is a habit of behavior that applies in society. In everyday life situations, a polite attitude will have a positive impact on social relations and the environment. Other than that, the environment also affects language acquisition in children. Suardi, Ramadhan, Asri (2019) language acquisition in children in the phonological aspect is influenced by environmental factors, especially family, this is indicated by the large number of vocabulary they get in the family environment and around them.

According to Ramadhan, Sukma, and Indriyani (2019) individuals should be encouraged not to view the environment as something that must be exploited for their purposes, but as a valuable asset that must be protected for human survival. Sukma (2020) said that as individuals, humans have the responsibility to solve environmental problems. One solution that can be done

to overcome environmental problems is to have the correct knowledge of all environmental factors to protect the environment.

Ramadhan, Sukma, and Indriyani (2019) the purpose of environmental education is to make students participate in protecting the environment. In line with this, Sukma (2020) said that the goal of environmental education can be identified as a positive transformation of an individual's environmental ethics, environmental knowledge, environmental awareness, environmental attitudes and behavior. Environmental knowledge, people's interests and attitudes towards the environment are effective in their behavior towards the environment. In fact, the important role of environmental education is to develop individuals who have scientific knowledge of environmental problems and high environmental awareness. In addition, it has the potential to help future generations manage life and build a prosperous future.

According to Ramadhan, Sukma, and Indriyani (2019) teachers play an important role in teaching environmental education and fostering student awareness about the environment. Sukma (2015) Teaching-learning interactions that occur in the classroom are reciprocal interactions between teachers and students and teachers and students. The teacher also has an important role in teaching environmental material to students. Teachers must also develop students' abilities in understanding, criticizing, and participating rationally in any discourse about environmental problems. In learning Indonesian, the teacher must have obstacles in the learning process, especially in the cognitive aspects, namely the lack of understanding of the teacher in teaching (Sukma, 2019).

Sukma (2016) Unesco reported that the level of mastery of teaching materials and skills in using innovative teaching methods was still lacking, generally teachers used the lecture method. Ramadhan , Asri dan Indriyani (2018) innovative learning models are able to improve student learning outcomes. Through this environmental education can help teachers in delivering learning material to students. For example, when students are tasked with writing poetry with the theme of the environment, a teacher can instruct students to observe the environment around them so that they can produce good poetry. Jaya, Ramadhan and Ermanto (2013) teachers must adapt to the environment and level of students 'understanding so that the description of students' poetry ideas and ideas is clearer. Ramadhan, Sukma, and Indriyani (2019) using environmental themes in text learning can trigger students 'interest in language learning and can implicitly

increase students' knowledge of the environment. Angin, Ramadhan, and Agustina (2015) students are more sensitive to their environment because they can present the results of their observations about what they see in everyday life.

Environmental materials taught in schools and colleges are policies of educational experts that need to be praised, by studying environmental materials from an early age, both from schools and colleges can foster awareness of the importance and preservation of their respective environments. According to Ramadhan, Sukma, and Indriyani (2019) environmental education is important to increase students' attitudes and awareness of the environment.

According to Ramadan, Sukma, and Indriyani (2019) students need to have good experience in understanding and coping with every change in global and community environment. According to Ramadhan Sukma, and Indriyani (2019) so that students participate in protecting the environment, it is important to develop knowledge about the environment, environmental awareness and change behavior towards the environment. Safitri and Sukma (2020) the selection of learning sources must be in accordance with the characteristics of students so that the learning resources used can support students' ability to learn optimally.

Based on the above problems, the authors have distributed a questionnaire about the importance of environmental material for learning Indonesian in schools aimed at undergraduate students from various departments, universities and also gender. The research conducted was to make ten statements about the importance of environmental material in Indonesian in the form of a google form questionnaire. The results obtained from the study are as follows. The first point, in learning Indonesian, environmental material is very important, which states strongly agree (57.4%), agree (42.6%), disagree and disagree (0%). The second point, in learning Indonesian, materials with the theme of the environment are a strategy to increase vocabulary, which states agree (63%), strongly agree (37%), disagree and disagree (0%). The third point, in learning Indonesian the teacher invites students to love the surrounding environment more, which states strongly agree (57.44%), agree (42.6%), disagree and disagree (0%). The fourth point, environmental material in Indonesian language learning is related to the use of Indonesian in everyday life, which states strongly agree (52.8%), agree (47.2%), disagree and disagree (0%). The fifth point, in learning Indonesian, environmental material is related to the social environment, the natural environment, and the environment, which states strongly agree (51.9%),

agree (48.1%), disagree and disagree (0%). The sixth point, environmental material in Indonesian language learning aims at the occurrence of a process of communication or interaction between students and the environment, which states strongly agree (57.4%) agree (42.6%), disagree and disagree (0%). The seventh point, when learning Indonesian the teacher must invite students to protect and preserve the environment, who strongly agree (59.3%), agree (40.7%), disagree and disagree (0%). The eighth point, material about the environment in Indonesian language learning makes students care about environmental cleanliness, who strongly agree (50%), agree (50%), disagree and disagree (0%). The ninth point, the advantage of having environmental material in Indonesian language learning is that students can respect and protect the environment well, who agree (59.3%), strongly agree (40.7%), disagree and disagree (0%). the last point, environmental material in Indonesian language learning is highly recommended for students, who strongly agree (50%), and agree (50%), disagree and disagree (0%).

Based on the results of the author's research above, it can be concluded that environmental material in Indonesian language learning in schools is very important. This can be seen from the answers of respondents who stated positively about the importance of environmental materials in Indonesian. With the existence of environmental material will help in the learning process. In addition, students will increasingly protect and preserve their environment, foster a sensitive attitude to the situation and conditions of the surrounding environment and build honest, disciplined, empathetic, and optimistic and religious characters. This paper aims so that the community and students can protect the environment.

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