Important Role of the Environment
in Learning Indonesian in Schools

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Environmental problems are nothing new. This environmental problem does not only occur in Indonesia, but the whole world also has environmental problems. Such as pollution, climate change, depletion of natural resources, waste disposal, extinction of biodiversity, deforestation, acidification of sea water, depletion of the ozone layer, acid rain and genetic engineering. If these various environmental problems are not sought for solutions, the sustainability of human life on earth will be alarming. This is because nature is the source of fulfilling all the necessities of human life. Of the various problems mentioned earlier, it can cause limited supply of air, water, food, medicine, aesthetics, and others. These environmental problems are caused by careless and intensive human activities in natural areas to improve their quality of life. To reduce these environmental problems, based on research conducted by Ramadhan et.al (2019) states that these problems can be overcome with environmental education. Environmental education is a conscious joint effort to teach or attract human attention about how the natural environment functions and how humans can manage and protect it. Sukma, Ramadhan, and Indriyani (2020) said that the important role of environmental education is to develop individuals who have scientific knowledge of environmental issues and high environmental concern and have the potential to help future generations manage life and build a prosperous future.

The important role of the environment is not seen in terms of the environment only, but the environment also plays a role in language acquisition in children. This is in accordance with research conducted by Ramadhan et.al (2019) which states that language acquisition in children in the phonological aspect is influenced by environmental factors, especially family. This is indicated by the large amount of vocabulary they get in the family environment and around them. Acquiring this language will also affect the politeness of speaking to someone based on the community environment of a language. According to research conducted by Halawa et.al (2019) which classifies politeness into two types, namely: first order politeness, which refers to the etiquette or rules of appropriateness of behaving in a particular community group. On this side politeness refers to a set of rules of manners agreed upon by a group and understanding of the rules of group etiquette is an indicator of a person's

success in speaking politely. This first level of politeness is called social politeness. Second, the second level of politeness (second order politeness) which refers to the use of language to maintain interpersonal relationships. On this side, the indicators of success in speaking are determined by the language comprehension tools mastered by the speaker, for example knowledge of the world, knowledge of culture, one's intelligence in digesting all interaction phenomena, and so on. Politeness in language is a skill that everyone must have. This is in line with research conducted by Ramadhan et.al (2012) which states that language politeness is a skill that every human being must have in order to interact and communicate with others. This language skill is a very important part for everyone to be able to express their thoughts and feelings properly and thoroughly.

The environment plays an important role in language learning, especially Indonesian. Because of the threat of life in the Nusantara languages, in relation to the spread of foreign languages. This makes the reality very heartbreaking and deserves a critical examination. This is in line with research conducted by Mbete (2015) which explains that it should be emphasized that the reality of learning languages in Indonesia so far is very, very pragmatic and not very idealistic. In this environment-based language learning, efforts must be made so that grammar and language diversity that represents biodiversity in a certain environment can be a source of writing and efforts to preserve local languages, Indonesian, and mastery of foreign languages. Through language-based learning of the environment, students restore interaction, interrelation, and interdependence with their environment, while preventing the symptoms of their life rootlessness.

This environment-based language learning must be applied in Indonesian language learning in schools. This effort can be made through reading texts in Indonesian language learning. This is in line with the opinion of Ramadhan et.al (2018) and Sukma et.al (2016). In research conducted by Ramadhan et.al (2018) and Sukma et.al (2016) which states that the application of learning can be applied through the skills of writing text from observations and learning to write one-round drama scripts using the TPS (Think Pair Share) learning model which requires students to cooperate with other students, then there is a good social environment. Research conducted by Sukma et.al (2007) and Sukma et.al (2013) states that the application of environment-based learning is applied through the ability to write poetry by direct observation and learning to write pantun texts based on Lesson Study.

To increase the enthusiasm of students in learning, teachers must also play an important role in teaching this environment-based learning. One of the most effective ways is cognitive competence in learning appreciation of literature. This is in line with research

conducted by Elfia Sukma and Ahmad Johari (2016) which states that cognitive competence is needed by teachers in appreciating literary works in Indonesian subjects. Mastery is important so that the learning carried out can achieve the expected goals. This goal is to encourage students to foster an appreciative attitude towards literary works, namely an attitude of appreciating and loving literature.

The important role of the environment is not only in learning Indonesian, but in other learning as well. Such as PKN learning which applies environment-based learning. This is in line with research conducted by Rizki Ananda (2018) which states that so that students can understand and practice the values obtained from PKN learning, teachers are required to be able to create meaningful and enjoyable learning for students.

Based on a questionnaire that I distributed to UNP semester 5 students in 2020, the following data were obtained: first statement, the environment plays an important role in learning Indonesian. A total of 56.8% of respondents agreed, 43.2% of respondents strongly agreed, and 0% stated that they disagree and disagree. The second statement, the important role of the environment is not only in learning Indonesian, but also in other learning as well. 62.2% of respondents agreed, 37.8% strongly agreed, 0% disagreed and disagreed. The third statement, cleaning the classroom before learning Indonesian begins, is an example of the relationship between the environment in learning. A total of 51.4% of respondents said they agreed, 45.9% strongly agreed, 2.7% disagreed and 0% disagreed. The fourth statement, instilling a sense of responsibility and awareness of protecting the environment, is an effort to solve problems in the learning environment. As many as 59.5% of respondents agreed, 40.5% strongly agreed and 0% disagreed and disagreed. The fifth statement, the relationship between the environment and Indonesian language learning aims to make students participate in protecting the environment. A total of 51.4% of respondents agreed, 43.2% strongly agreed, 5.4% disagreed, and 0% disagreed. The sixth statement, teachers play an important role in teaching environment-based learning. A total of 67.6% of respondents agreed, 24.3% strongly agreed, 8.1% disagreed and 0% disagreed. The seventh statement, environmental preservation efforts can be made through reading texts in Indonesian language learning. A total of 62.2% of respondents agreed, 29.7% strongly agreed, 8.1% disagreed, and 0% disagreed. The eighth statement, environment-based learning is an interesting and diverse topic to study, especially in learning Indonesian. As many as 79% of respondents agreed, 24.3 strongly agreed, 2.7 disagreed, and 0% disagreed. The ninth statement, environment-based Indonesian language learning can develop ecological intelligence. As many as 73% of respondents agreed, 27% strongly agreed, and 0% disagreed and disagreed. The tenth

statement, environment-based Indonesian language learning can be an alternative to be applied to students in order to develop healthy mindset and behavior. A total of 62.2% of respondents agreed, 37.8% strongly agreed and 0% disagreed and disagreed.

So, environmental preservation efforts can be applied in Indonesian language learning through reading texts in language learning in a representative manner which provides an illustration of how rich human knowledge is about nature. Thus, environment-based language learning can help students master language learning but also build human intelligence constructs to interact with nature (maintain) for the sake of the future life cycle. One small example that can be done in learning at school is cleaning the classroom before learning begins. It is very simple but very meaningful. Being aware of the importance of protecting this environment must be taught from childhood so that later they get used to it until adulthood.

Attachment Summary of Questionnaire Results

Statement	Strongly agree	Agree	Disagree less	Disagree
The environment plays an important role in learning Indonesian.	43,2%	56,8%	-	-
The important role of the environment is not only in learning Indonesian, but also in other learning as well.	37,8%	62,2%	-	-
Cleaning the classroom before learning Indonesian begins is an example of the relationship between the environment in learning.	45,9%	51,4%	2,7%	-
Instilling a sense of responsibility and environmental awareness, is a solution to solving problems in the learning environment.	40,5%	59,5%	-	-
The relationship between the environment and Indonesian language learning aims to make students participate in protecting the environment.	43,2%	51,4%	5,4%	-
The teacher plays an important role in teaching environment-based learning.	24,3%	67,6%	8,1%	-
Environmental preservation efforts can be made through reading texts in Indonesian language learning.	29,7%	62,2%	8,1%	-
Environment-based learning is an interesting and diverse topic to study, especially in Indonesian language learning.	24,3%	73%	2,7%	-
Environmental-based Indonesian language learning can develop ecological intelligence.	27%	73%	-	-

Environmental-based Indonesian language learning can be an alternative to be applied to students in order to develop a healthy mindset and behavior.	37,8%	62,2%	-	-
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