“The Relationship of Indonesian Language Learning with the Environment”

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The environment is an influential component in implementing teaching and learning activities. The environment can also support teaching and learning activities in schools. Schools with a clean environment will make students learn comfortably and vice versa. However, our level of awareness of the importance of the environment is still very minimal. Teachers as educators play an important role in teaching environmental education and fostering awareness of students about the environment.

Environmental problems are not a new problem in Indonesia. One of the efforts to overcome environmental problems is to instill the importance of protecting the environment in young people from an early age. Instilling a sense of responsibility and awareness of protecting the environment can be included in environmental materials in Indonesian language learning. According to Ramadhan, Sukma, and Indriyani (2019) the use of environmental themes in text learning can spark student interest in learning languages and can increase students' knowledge of the environment.

Learning about environmental material, directly or indirectly, can develop the mindset of students. The existence of environmental material in Indonesian language learning can make students think about positive and negative things for the environment. According to Putri, Ramadhan, and Gani (2012) thinking is the human ability to discuss and find the meaning of a reality. Students are expected to think and adjust a lifestyle that will reduce our burden on the environment.

Learning Indonesian can improve the communication skills of students in the community. To be able to develop communicative skills, students can use material on global issues, especially about the environment. In communicating, it is necessary to pay attention to politeness in speaking. According to Halawa, Gani, and Ramadhan (2019), politeness to speak is politeness and subtlety in using language when communicating. People who speak politely tend to get a positive response from the interlocutor. Language is used as a tool for someone to communicate with other people (Putri, Gani, and Ramadhan, 2019).

In addition, environmental-based Indonesian language learning can increase the creativity of students. According to Piliang, Atmazaki, and Ramadhan (2014) creativity is the ability to create new combinations, based on existing data, information, or elements. Students are expected to be creative in producing or working on a project that is beneficial to the

environment, such as making hand-powered dishwashers that do not require electricity and little water, salt lamps that can be used during power outages, and various other inventions.

Environment-based learning aims to make students participate in protecting the environment. This can be achieved by implementing lesson study in Indonesian language learning. According to Putri, Atmazaki, and Ramadhan (2013) lesson study is one of the coaching efforts to improve the learning process carried out by a group of teachers collaboratively and continuously in planning, implementing, observing, and reporting on the results of reflections on their learning activities. So that students can participate in protecting the environment, it is important to develop knowledge about the environment, environmental awareness and behavior change towards the environment.

Advances in science and technology, especially in the field of communication, have led to the flow of information via telephone, radio, television and recordings. Students are expected to be able to take advantage of these advances, one of which is in learning about environmental materials. Students can listen to various information broadcast through these media. Listening is one of the language skills that is very important for teachers and students to pay attention to in learning (Sukma, Mahyudin, Rahmatina, and Suriani, 2018).

The use of literacy media in environment-based Indonesian language learning can also increase students' awareness of the environment. Good literacy skills will help students understand learning so that it can imply it in life. Literacy is closely related to the term proficient discourse, namely the ability of all languages including the ability to listen, speak, read, and write, as well as the ability to construct the elements contained in it (Sukma, Indrawati, and Suriani, 2019).

According to Amelia, Sukma, and Asma (2015) students who develop writing skills from an early age acquire valuable tools for learning, communication, self-expression and helping them succeed in school and society. Students who have good writing skills can participate in increasing public awareness of the environment, one of which is by producing persuasion texts which essentially invite the public to care about the environment. The various works of the students' writing skills are expected to change people's perceptions of the environment. It is hoped that the community will pay more attention and care about environmental cleanliness.

According to Sukma, Ramadhan, and Indriyani (2020) learning about the environment has a positive impact on the knowledge, values and attitudes of students in relation to the environment. Environmental education can help students rethink the relationship between humans and their environment, begin to understand the environment,

become aware of various environmental problems and think of solutions to these problems. Environmental education can be applied to all students of different ages.

Based on the questionnaire I distributed to UNP Semester 5 students of 2020, the following data were obtained. The first statement, namely environmental material needs to be included in Indonesian language learning, 50% agreed, 46.7% strongly agreed, 3.3% disagreed, and 0% disagreed. The second statement, namely environmental material is an interesting topic to study, especially in learning Indonesian, 70% agreed, 26.7% strongly agreed, 3.3% disagreed, and 0% disagreed. The third statement, namely environmental preservation efforts can be included in Indonesian reading texts, 63.3% strongly agree, 33.3% agree, 3.4% disagree, and 0% disagree. The fourth statement, namely the teacher has an important contribution in introducing environmental knowledge through classroom learning, 60% strongly agree, 36.7% agree, 3.3% disagree, and 0% disagree. The fifth statement, namely environmental-based Indonesian language learning can increase the creativity of students, 50% agreed, 46.7% strongly agreed, 3.3% disagreed, and 0% disagreed.

The sixth statement, namely environmental material is material that is closely related to daily life, 63.3% strongly agree, 33.3% agree, 3.4% disagree, and 0% disagree. The seventh statement, namely learning about environmental material directly or indirectly can develop the mindset of students, 60% agreed, 36.7% strongly agreed, 3.3% disagreed, and 0% disagreed. The eighth statement, namely Indonesian language learning can improve students' communication skills in the community, 53.3% agreed, 43.3% strongly agreed, 3.4% disagreed, and 0% disagreed. The ninth statement, namely the environment can be used as a medium in Indonesian language learning, 50% strongly agree, 46.7% agree, 3.3% disagree, and 0% disagree. The tenth statement, namely environmental material in Indonesian language learning can foster student attitudes that care about the environment, 56.7% strongly agree, 36.7% agree, 3.3% disagree, 3.3% disagree.

From the results of the author's research above, it can be concluded that environmental material is very important to be applied in Indonesian language learning. Environmental material is an interesting topic to study, especially in learning Indonesian. Environmental preservation efforts can be included in Indonesian reading texts. The teacher can imply learning Indonesian with the environment, one of which is by looking for relevant examples so that students understand better the material provided.

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LAMPIRAN

Tabel 1

No.	Statement	SS	S	KS	TS
1.	Environmental materials need to be included in Indonesian language learning	46,7%	50%	0%	3,3%
2.	Environmental material is an interesting topic to study, especially in learning Indonesian	26,7%	70%	0%	3,3%
3.	Environmental conservation efforts can be included in Indonesian reading texts	63,3%	33,3%	0%	3,4%
4.	Teachers have an important contribution in introducing environmental knowledge through classroom learning	60%	36,7%	0%	3,3%
5.	Environmental-based Indonesian language learning can increase the creativity of students	46,7%	50%	0%	3,3%
6.	Environmental material is material that is closely related to everyday life	63,3%	33,3%	0%	3,4%
7.	Learning about environmental material, directly or indirectly, can develop the mindset of students	36,7%	60%	0%	3,3%
8.	Learning Indonesian can improve students' communication skills in the community	43,3%	53,3%	0%	3,4%
9.	The environment can be used as a medium in learning Indonesian	50%	46,7%	0%	3,3%
10.	Environmental materials in Indonesian language learning can foster student attitudes that care about the environment	56,7%	36,7%	3,3%	3,3%