The Importance of Material About Environment in Indonesian Language Learning

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Environment is one of the most important factors in life. The environment can be defined as everything that is around humans and affects the development of human life. In addition, the environment can also form a human mindset which later will change the human perspective. Soemarwoto (2007) in Muhaimin (2015) said that the environment determines human survival. That means that the environment has the potential to change the mindset and behavior of humans.

According to Ramadhan et.al (2019) Environmental education is important to increase students' attitudes and awareness of the environment. This means that environmental education is an effort to preserve and protect the environment and the living ecosystems of living things that can contribute to the continuity of a balanced and more harmonious life. As well as making students think critically and contextually which is useful in the Indonesian language learning process, thus creating a learning process that integrates environmental education and language learning.

Ramadhan, Sukma, and Indriyani (2019) said that increased awareness of the environment 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.

However, at the present time, the material on the environment has not yet been clearly applied in learning. This is in line with the opinion of Ramadhan et.al (2019) In Indonesia environmental education is not a compulsory subject in schools. Therefore, environmental education can be integrated into other subjects, one of which is language learning. 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 Indonesian language learning lessons. We can integrate this 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.

In shaping the human mindset, the environment plays an important role. Learning about the environment can be integrated into language learning where language learning itself has interactions between students using language. According to Sukma (2005), the use of language is closely related to the 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.

Ramadan et.al (2019) said that the use of environmental themes in text learning can trigger students' interest in learning languages and can implicitly increase students' knowledge of the environment. Omidvar and Sukumar (2013) in Ramadhan et.al (2019) say that integrating language learning with environmental themes can open opportunities for students to develop students' thinking and communicative skills by using materials that challenge global issues, especially about the environment.

Environment-based learning aims to make students participate in protecting the environment. Not seeing the environment as something that can be exploited for personal gain, but as a valuable asset that deserves to be protected for human survival. Therefore, it is important to develop knowledge about the environment, environmental awareness and changes in behavior towards the environment. Environmental education can 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).

Based on the problems described above, the authors conducted research on "The Importance of Material About the Environment in Learning Indonesian Language" which was distributed to the community as many as 41 people with various occupations that must include gender and occupation. 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

62.5% women and 37.5% men. This study uses google form, the author provides 10 questions that must be filled in by respondents. The results obtained from this study are as follows. The first question, namely environmental-based learning needs to be applied to Indonesian language learning, so that students participate in protecting and preserving the environment, expressing strongly agree 70.7%, agree 29.3%, disagree 0%, strongly disagree 0%. The second question, namely environmental material is very important to be applied in the learning of Indonesian, states agree 58.5%, strongly agree 39%, disagree 2.5%, strongly disagree 0%. The third question, namely instilling a sense of responsibility and being aware of the environment can be done in school by applying environmental material in Indonesian language learning, expressing strongly agree 61%, agree 39%, disagree 0%, strongly disagree 0%. The fourth question, namely environmental material in Indonesian language learning is closely related to learning biology about the environment, agreeing 61%, strongly agreeing 31.7%, disagreeing 7.3%, strongly disagreeing 0%. The fifth question, namely in learning Indonesian the teacher invites students to love the surrounding environment more, states agree 53.7%, strongly agree 43.9%, disagree 2.4%, strongly disagree 0%. The sixth question, namely environmental material in Indonesian language learning related to the use of Indonesian in everyday life, states agree 70.7%, strongly agree 29.3%, disagree 0%, strongly disagree 0%. The seventh question, namely the advantages of environmental material in Indonesian language learning is that students can respect and protect the environment well, state strongly agree 51.2%, agree 48.8%, disagree 0%, strongly disagree 0%. The eighth question, namely the material about the environment in Indonesian language learning makes students care about environmental cleanliness states agree 56.1%, strongly agree 43.9%, disagree 0%, strongly disagree 0%. The ninth question, namely the matter of environmental care is closely related to the conditions of life today, agree with 58.5%, strongly agree with 39%, strongly disagree with 2.5%, disagree with 0%. The tenth question, namely when learning Indonesian, the teacher must invite students to protect and preserve the environment, agree 53.7%, strongly agree 46.3%, disagree 0%, strongly disagree 0%.

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 because environment-based learning can build students' ecological intelligence. In addition, environmental education educational materials can be an alternative choice to be applied to students so that they are able to develop patterns of thinking and acting, behave physically and mentally healthy in everyday life.

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