The Relation of Environmental Material in Indonesian Language Learning

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In the teaching and learning process in schools, Indonesian language learning must be learned by all students. Indonesian language learning aims to help students have good and correct Indonesian language skills to use in their lives. The use of Indonesian makes it easier for teachers and students when applied to environmental materials. Environmental materials are also difficult to apply in Indonesian language learning, if the people themselves are less concerned and aware of the environment. Students who learn about the environment will have a positive effect on their knowledge, values and attitudes related to the environment. Ramadhan et al (2019) say that environmental problems are inherently inseparable from people's awareness, values, and attitudes. Therefore, knowledge and awareness are needed to bring up positive values and attitudes that will encourage actions to make lifestyle adjustments and bad habits to the environment.

In the learning process at school, students only accept what is conveyed by the teacher and student activity in learning is very less. Students think that the traditional way of learning makes learning very boring. This learning needs to be renewed on the way or process of learning from traditional learning to more advanced ones. Learning activities that utilize the surrounding environment are possible to be more interesting, foster enthusiasm, not boring for students in learning. Sukma et al (2020) said learning in schools can instill positive characters in students. Environmental-themed learning can increase student character changes so that they can play an active role and participate in awareness of preventing environmental damage and being active in repairing, preventing and solving environmental problems.

The environment that surrounds us can be used as a source that can be used to support learning activities optimally. Environmental-themed learning as a learning resource for students is to provide opportunities to gain knowledge and enrich knowledge. Environmentally based Indonesian language learning materials can be applied in schools to make the learning process easier and more creative. Sukma (2005) teachers must be creative in facilitating students with various techniques and variations that can stimulate

students' interest in learning. Sutopo (in Sukma et al, 2012) said that teachers are facilitators and learning management, so teachers must have strategies and methods in creative learning for students. Sukma et al (2018) said that teachers also play a role in growing motivation and a source of inspiration for students.

Ramadhan et al (2018) say that the teacher is a very decisive component in the implementation of a strategy in making the learning process effective. There are many ways that teachers can do to create a conducive learning atmosphere that can develop students' creativity and abilities. One way that teachers can use is to connect their learning materials with environmental themes. Ramadhan et al (2018) said that with the environmental theme, the learning process will be more interesting so that it can lead students to learn actively and independently. Attitudes and motivation to learn can also affect the learning process. Atmatzaki et al (2013) said that students' attitudes and high learning motivation are expected to help in achieving maximum learning outcomes. Increasing students' attitudes and learning motivation in learning activities is expected so that student learning outcomes also increase.

Environmental-based learning aims to make students have a sense of love and participate in maintaining and preserving the beauty of the environment. To achieve this, the teacher must have a strategy that can achieve this goal, namely the existence of lesson study. According to Putri et al (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 the results of the reflection of their learning activities. Teachers must improve the learning process gradually so that students can think about protecting and preserving the environment and learning from the environment. Putri et al (2012) say thinking is the human ability to discuss and find the meaning of a reality. With the lesson study can increase knowledge and change the way students think to play an active role in protecting the environment, changing behavior towards the environment, and caring for the environment.

The author has conducted research on "Relationships of Environmental Materials in Indonesian Language Learning" by distributing questionnaires to students who are currently studying in semester 5. Students who fill out the questionnaire include Padang State University, STKIP PGRI Padang, Imam Bonjol State Islamic Institute Padang,

Aisyiyah University Yogyakarta, Open University, Padang State Polytechnic, Muhammadiyah University, Academy of Information and Computer Management. There were 41 students who filled out this questionnaire, with the more dominant filler being 80.5% female, while 19.5% male.

The results that the researchers got and concluded from the questionnaires that had been distributed were the first question, "The atmosphere in the school environment must be created as optimally as possible to support students to be comfortable and at ease when learning Indonesian" as many as 82.9% of respondents strongly agree, 17.1% agree, 0% disagree, and 0% disagree. The second question, "Environmental materials in Indonesian language learning make it easier for teachers to implicate teaching materials for students" as many as 75.6% of respondents strongly agree, 24.4% agree, 0% disagree, and 0% disagree. The third question, "Environmental material in Indonesian language learning should be related to the use of Indonesian in everyday life" 75.6% of respondents strongly agree, 24.4% agree, 0% disagree, and 0% disagree. The fourth question, "The environment plays an important role in developing students' imagination and views in learning Indonesian" as many as 82.9% strongly agree, 17.1% agree, 0% disagree, and 0% disagree. The fifth question, "Environmental material can be applied in learning to write texts, namely the text of the observation report (LHO)" as many as 68.3% strongly agree, 31.7% agree, 0% disagree, and 0% disagree. The sixth question, "The benefits of environmental materials in Indonesian language learning can make students appreciate and take care of the environment well" as many as 76.65% strongly agree, 24.4% agree, 0% disagree, and 0% disagree. The seventh question, "One way to create a conducive learning atmosphere can be done by utilizing the surrounding environment to develop optimal learning activities and creativity" as many as 73.2% strongly agree, 26.8% agree, 0% disagree, and 0% do not agree. The eighth question, "In classroom learning, teachers can relate the texts in Indonesian language learning to environmental examples" 75.6% strongly agree, 24.4% agree, 0% disagree, and 0% disagree. The ninth question, "In relation to learning Indonesian and the environment, students can observe what is in the environment" 68.3% strongly agree, 31.7% agree, 0% disagree, and 0% disagree. The tenth question, "By integrating environmental education into the classroom, teachers can increase students' interest in contemporary problems that

may directly affect their future" 70.7% strongly agree, 29.3% agree, 0% disagree, and 0% do not agree.

Based on the results of research that has been carried out by the author, it can be concluded that the application of environmental materials in learning Indonesian can make teachers and students aware, appreciate, maintain and have a sense of love for the environment. The atmosphere in the school environment must be optimized as much as possible so that students feel at home and comfortable when learning Indonesian. With environmental-themed learning, students can have awareness to always protect the environment, care for the environment, preserve the environment, and learn from the environment. The author hopes that the implementation of learning that uses environmental materials in education in schools can make learning that loves the environment. In addition, the existence of environmental-themed learning can broaden the horizons, views and thoughts of both teachers and students to always learn from the environment.

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