The Relationship of Indonesian Language Learning with the Environment

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Environmental problems are not new, such as pollution, climate change, depletion of natural resources, waste disposal, deforestation, depletion of the ozone layer, and acid rain. If this problem is not immediately addressed, the sustainability of human life on earth will be worrying. These problems can be overcome with environmental education. Awareness of the importance of the environment needs to be increased. Teachers as educators have an important role in teaching environmental education and raise awareness of students about the importance of the environment.

Sukma et al (2020) said that the important role of environmental education is to develop individuals who have scientific knowledge about environmental issues and high environmental concerns and have the potential to help future generations in managing life and building the future. Instilling awareness and a sense of responsibility for the importance of the environment can be included in learning Indonesian. According to Ramadhan et al (2019) the use of environmental themes in text learning can trigger students' interest in learning languages and can increase students' knowledge about the environment.

Sari et al (2018) say the teacher is a very decisive component in the implementation of a strategy in streamlining the learning process. In line with that, Fitri et al (2018) said that a teacher must be skilled in writing and use suitable methods in writing learning activities, because it can make it easier for students to develop their minds when writing. Involving the environment in learning Indonesian can support learning activities, especially when learning to write. Sukma (2019) said that teachers should motivate students, because with this motivation students will be more enthusiastic about learning, including learning to protect the environment.

Putri et al (2012) stated that thinking is the human ability to discuss and find the meaning of a reality. Learning about environmental materials can develop the mindset of students. The existence of environmental material in Indonesian language learning can make students think about positive and negative things about the environment. Environmental education should be designed to contribute to the cognitive, emotional, linguistic and psychomotor development of students, and enable students to develop positive attitudes towards the environment. In addition, environmental-based Indonesian language learning can increase students' creativity. According to Piliang et al (2014) creativity is the ability to create new combinations, based on existing data, information, or elements. In addition, learning Indonesian can also improve students' ability to communicate. When students are able to communicate well, they can invite the community to be more concerned with the environment.

Sukma (2007) said that the application of environment-based learning was applied through the ability to write poetry which was carried out by direct observation and learning to write rhyme texts based on Lesson study. In line with that, Putri et al (2013) stated that lesson study is one of the coaching efforts to improve the learning process carried out by groups of teachers in a collaborative and sustainable manner in planning, implementing, observing, and reporting the results of reflections on learning activities. So that students have an awareness of the importance of protecting the environment, it is important to increase students' knowledge and awareness about the environment.

The use of media literacy in environment-based learning also plays a role in increasing students' awareness of the environment. According to Sukma et al (2019) literacy is closely related to the term proficient discourse, namely the ability of all language to include the ability to listen, speak, read, and write, as well as the ability to construct the elements in it. Good literacy skills will help students understand learning so that students can implement it in life.

Based on the questionnaire that the author distributed regarding "The Relationship of Indonesian Language Learning with the Environment" to Padang State University students, totaling 30 respondents, who participated in filling out the questionnaire were dominantly female 28 respondents and male 2 respondents with a percentage of 93.3% female, 6.7% male. The results of data from respondents obtained from the distribution of the questionnaire can be seen as follows.

The first statement, "Learning about environmental materials can directly or indirectly develop the mindset of students" 66% stated strongly agree, 30% agreed, 3.3% said less agree and 0% disagreed. The second statement, "The existence of environmental material in Indonesian language learning can make students think about positive and negative things for the environment" 56% strongly agree, 43.3% agree, 0% disagree, and 0% disagree agree. The third statement, "learning Indonesian can improve students' communication skills in the community" 66.7% stated strongly agree, 33% agreed, 0% disagreed, and 0% disagreed. The fourth statement, "Environment-based Indonesian language learning can increase students' creativity" 50% stated strongly agree, 50% agreed, 0% disagreed, and 0% disagreed. The fifth statement "The use of media literacy in environmental-based Indonesian language learning can increase students' awareness of the environment" 53.3% stated strongly agree, 46.7% agreed, 0% disagreed, and 0% disagreed. The sixth statement, "Students who have good writing skills can participate in increasing public awareness of the environment, one of which is by producing persuasive texts which essentially invites people to care about the environment" 53.3% stated strongly agree, 40% agreed, 6.7% said they did not agree, and 0% said they did not agree. The seventh statement, "Environmental materials need to be included in Indonesian language learning" 43.3% strongly agree, 53.3% agree, 3.3% disagree, and 0% disagree. The eighth statement, "Knowledge about the environment can help students rethink the relationship between humans and their environment" 46.7% strongly agree, 53.3% agree, 0% disagree, and 0% disagree. The ninth statement, "Environmental material is an interesting topic to learn in Indonesian language learning" 36.7% stated strongly agree, 56.7% agreed, 6.7% disagreed, and 0% disagreed. The

tenth statement, "Efforts to preserve the environment can be included in Indonesian reading texts" 53.3% strongly agree, 43.3% agree, 3.3% disagree, and 0% disagree.

Based on the results of the questionnaires that have been distributed, the authors can conclude that the environment has a close relationship with learning Indonesian. This can be proven by the responses given by respondents who think that learning Indonesian and the environment can be interrelated. Students realize that linking environmental learning with Indonesian language learning can increase students' awareness of the importance of the environment. Students also realize that students need to learn about the importance of the environment, this can be done by linking Indonesian language learning with the environment. According to the author, students' awareness of the relationship between the environment and learning Indonesian is quite good. To make it easier for students to learn how to care for the environment, students can be taught through Indonesian language learning, one of which is by teaching students to make persuasive texts that contain an invitation to protect the environment.

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