The Relation of Indonesian Language Learning with the Environment

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The environment is a place for the development of human life. It is the environment that influences the good or bad of human behavior. The educational environment is everything that is around humans, whether in the form of inanimate objects, living things or events that occur, including community conditions, especially those that can have a strong influence on individuals. Such as the environment where education takes place and the environment where children hang out. According to Nkwetisma (in Ramadhan et al, 2019), environmental education is a conscious effort to teach and attract human attention about how the natural environment functions and how humans can manage and protect it.

According to Zaturrahmi (2019), a conducive environment will greatly support the comfort of the learning process experienced by students. This will have an impact on learning motivation and interest as well as a positive mindset for students, so that awareness will grow for better learning. In line with this opinion, Sukma (2019), revealed that teachers should motivate students. Through this motivation, a teacher can create various learning experiences for students. In addition, a conducive learning environment will also have an impact on teachers. Teachers will be more motivated to teach optimally, because they feel comfortable with the learning environment.

Hartidini (et al. 2018) revealed that the low quality or quality of learning Indonesian language and literature in schools so far has been caused by things such as the learning methods applied by teachers, students' interest in learning, and many other things. The lack of student interest in learning Indonesian is due to the lack of potential for teachers to make learning Indonesian an interesting thing. Therefore, environmental-based learning is needed to generate student interest in learning. Environmental-based learning is learning that emphasizes the environment as a medium or learning resource. Environmental-based learning is the implementation of formal environmental education. According to Sukma, (et al., 2020), the learning process is a process of interaction between students and learning resources in a learning environment. Learning is essentially a process of interaction with all situations that exist around the individual. Learning can be seen as a goal-directed process and a process of acting through various experiences. According to Sudjana (in Rusman, 2010: 1), learning is also a process of seeing, observing, and understanding something. That is, all activities of children paying attention to something is a learning process.

In addition to the application of environmental education in learning Indonesian, the literacy skills of students also need to be improved. Literacy itself is the ability to read and write. Indriyani (et al., 2019) revealed that the development of science and technology creates a society that continues to strive to improve its abilities in the world of education. Education is a form of progress. An advanced society is characterized by the advancement of a quality education sector. One of the signs of quality education is a literate society. In Indonesia, the habit of writing and reading is closely related to literacy. Mustafa (2014), suggests that literacy in its most fundamental form implies the ability to read, write, and think critically. Today, literacy is one of the problems faced by students in general in Indonesia that must receive special attention.

The role of a good environment can also encourage students to express themselves in writing activities. Yantama (et al., 2018) suggests that writing skills are productive and expressive activities so that these skills do not come by themselves but need to be trained and accustomed. In line with this opinion, Dini (et al., 2017) suggests that writing skills are applied to increase student creativity so that through writing activities students can convey knowledge and information that students know to the general public. One of the writing skills that can be obtained in the surrounding environment is writing poetry. Environment and nature can be a good motivation to write poetry. According to (Handayati, R. Syahrul, & Afnita, 2013), one of the writing lessons that must be understood by students at school is writing poetry texts. Poetry is a literary work that has high value, especially in a form or typography that is different from other literary works.

Based on the results of the author's research on "The Relationship of Indonesian Language Learning with the Environment". Overall, this study consisted of 10 statements and 30 respondents, with the number of female respondents being more dominant, namely 19 people with a percentage of 64.5% and male respondents totaling 11 people with a percentage of 35.5%. The 30 respondents studied came from different universities, namely, 6 respondents from Jambi University, 5 respondents from IAIN Kerinci, 4 respondents from Padang State University, 2 respondents from Bung Hatta University, 2 respondents from Putra Indonesia University, 2 respondents from Stikes Dharma Landbouw, 1 respondent from Widyaswara Indonesia, 1 respondent from Ekasakti University Aai Padang, 1 respondent from Poltekkes, 2 respondents from the Nusantara Sakti School of Administration, 1 respondent from Gunadarma University, 1 respondent from Baiturrahmah University, 1 respondent from Poltekkes, Ministry of Health Padang, and 1 respondent from the Muhammadiyah University of West Sumatra.

The results of the data from the percentage of questionnaires that have been carried out through the google form can be seen as follows. *The first statement*, "The environment is a learning resource other than books" 25.8% answered Strongly Agree, and 74.2% answered Agree. *The second statement*, "The environment can increase students' motivation in making poetry" 3.2% answered Disagree, 16.1% answered Strongly Agree and 80.6% answered Agree. *The third statement*, "Active learning can be obtained outside the room (environment)" 9.7% answered Disagree, 22.6% answered Strongly Agree, and 67.7% answered Agree. *The fourth statement*, "Indonesian is rarely used in everyday life" 9.7% answered Disagree, 19.4% answered Disagree, 22.6% answered Strongly Agree, and 48.4% answered Agree. *The fifth statement*, "The environment is an influential component in carrying out teaching and learning activities" 3.2% answered Disagree, 19.4% answered Strongly Agree, and 77.4% answered Agree. *The sixth statement*, "Learning Indonesian can improve students' communication skills in the community" 25.8% answered Strongly Agree and 74.2% answered Agree. *The seventh statement*, "The use of media literacy in environmental-based Indonesian language learning can also increase students' awareness of the environment" 3.2% answered Disagree, 9.7% answered Strongly Agree, and 87.1% answered Agree. *The eighth statement*, "Learning about the environment has a positive impact on students' knowledge, values and attitudes in relation to the environment" 6.5% answered Disagree, 9.7% answered Strongly Agree, and 83.9% answered Agree. *The ninth statement*, "Teachers have an important contribution in introducing environmental knowledge through

classroom learning" 9.7% answered Strongly Agree, 12.9% answered Disagree, and 77.4% answered Agree. *The tenth statement*, "Environmental conservation efforts can be included in Indonesian reading texts" 3.2% answered Disagree, 3.2% answered Disagree, 16.1% answered Strongly Agree, and 77.4% answered Agree.

Based on the results of the study conducted by the author, it can be concluded that the environment greatly influences the Indonesian language learning process. This is evident from the number of respondents who think that the environment can increase students' creativity in Indonesian language lessons. According to the author, most of the people have done awareness of the importance of the role of the environment for learning Indonesian, especially among students. Students consider the environment is an open learning place and a good environment can affect students' ability to concentrate on learning. The condition of the learning environment is a condition where students learn, grow, and develop, which includes natural conditions, living/family environment, peer association, and community environment.

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