The Relationship of Indonesian Language Learning with the Environment

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The environment can be used as a learning resource, including in learning Indonesian. Therefore, linking environmental materials with Indonesian language learning will have a positive impact on students, making it easier for students to apply Indonesian language learning obtained at school in everyday life. At this time, the application of environmental materials in Indonesian language learning is still very low. Therefore, the teacher's role in connecting Indonesian language learning with environmental materials is very important. This is in line with the opinion of Sukma and Lubis (2013) that teachers have an important role in innovative efforts for learning.

Teachers should try to increase students' interest in learning with varied techniques so that students do not feel bored in receiving learning. This statement is in line with the opinion of Sukma (2016) which says that a teacher must be able to develop various techniques that can increase student interest in learning. In addition, Sari et al (2018) revealed that the teacher is a very decisive component in the implementation of a strategy in making the learning process effective.

According to Ilma and Wijarini (in Ramadhan et al, 2021) environmental education can influence human behavior in a more environmentally friendly direction. Therefore, the environment has a good impact on students. Arslan and Albay (in Sukma et al, 2020) reveal that solving environmental problems will only be possible through effective environmental education. Therefore, the environment can be used as a means of education. Ramadhan et al (2019) say that developing knowledge about the environment is very important, because it can help students interact with the surrounding environment. In addition, environmental materials can also be applied in reading to increase students' interest and motivation in reading. This is in line with the opinion of Indriyani et al (2019) that literacy activities can be obtained from various sources of knowledge. For example, environmental knowledge from texts with environmental themes and cultural knowledge from texts with cultural themes.

The environment can also increase students' insight into science that they do not get at school, because in the environment students can find various objects that can be used as

knowledge. In accordance with the opinion of Zulhafizh et al (2013) which states that the object can be a person, object, place, idea, or situation. Therefore, in Indonesian language learning activities, students can make a text from their experiences and observations of the objects they encounter in the surrounding environment. In addition, this environmental material can also hone students' writing skills because the ideas to be written can be obtained outside of books, such as from experience, environment, research, and so on. This is in accordance with the opinion of Putri and Ramadhan (2019) which says that someone who has writing skills can express their thoughts and ideas for certain purposes. The idea can be in the form of facts, experiences, observations, research, thoughts or analysis of a problem. Taking examples of Indonesian language learning material texts from the surrounding environment will make it easier for students to understand the text. This statement is in line with the opinion of Sukma (2007) which states that students are able to determine the main idea and write poetry from experience and the surrounding environment.

Based on the questionnaire that the author distributed on "The Relationship of Indonesian Language Learning with the Environment" to Padang State University students, 41 respondents who filled out the questionnaire were more dominantly female 37 respondents and male 4 respondents with a percentage of 90,3% female, 9,7% male. This research was conducted using a google form, the authors provide 10 statements that must be filled out by respondents. The results of the percentage of questionnaire data that have been carried out through the google form can be seen as follows. The environment can add insight to students in learning Indonesian, 31,7% of respondents strongly agree and 68,3% agree. A conducive environment has a very large influence on Indonesian language learning, 31,7% of respondents strongly agree, 63,4% agree, and 4,9% disagree. In learning Indonesian, it is expected that students use good and correct Indonesian, 65,9% of respondents strongly agree and 34,1% agree. Environmental materials can make it easier for students to understand Indonesian language learning materials, 34,1% of respondents strongly agree, 58,5% agree, and 7,3% disagree. In learning Indonesian, environmental material is very important to learn, 22,0% of respondents strongly agree and 78,0% agree. Connecting Indonesian language learning materials with the environment has a good impact on students, 31,7% of respondents strongly agree and 68,3% agree. Students are easier to understand learning if the surrounding environment is kept clean and comfortable, 29,3% of respondents strongly agree and 70,7% agree. The implications of learning Indonesian

language are easier to understand if the examples are around the students' environment, 46,3% of respondents strongly agree and 53,7% agree. The advantage of having environmental materials in Indonesian language learning is that students can respect and protect the environment well, 24,4% of respondents strongly agree, 68,3% agree, and 7,3% disagree. The environment can increase students' imagination in writing poetry, 24,4% of respondents strongly agree, 68,3% agree, 4,9% disagree, and 2,4% disagree.

Based on the results of the research that the author did, it can be concluded that environmental materials play an important role in learning Indonesian. Environmental education can make students more creative and imaginative in creating a work, both literary and non-literary. In addition, environmental education can also raise students awareness of the importance of protecting the environment for a good and comfortable life. Therefore, the application of environmental materials in learning should be improved in schools.

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