**The Importance of Implementing Environmental Materials
in Indonesian Language Learning**

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Ramadhan, Sukma, and Indriyani (2019) said that increasing environmental awareness can be obtained through the education process. Education is a key element in the prevention and resolution of 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.

At this time, environmental problems from time to time continue to increase. This is due to the many events that occur, both from human error itself and from natural phenomena. This damage is bad for the survival of living things.

One of the efforts made to overcome environmental problems is by instilling a caring attitude towards the environment from an early age in today's young generation. The first step taken to overcome this problem is by disposing of the trash in its place, using enough water and so on.

Angin, Ramadhan, and Agustina (2015) said that using environmental materials made students more sensitive to their environment because they could present their observations. According to Sukma and Sihes (2016) the learning process in elementary schools is created with a conducive and pleasant atmosphere. The learning process is a process of interaction of students and learning resources in a learning environment. According to Fitri, Ramadhan and Tamsin (2016) said learning is a learning that combines students' thinking, speaking and writing abilities.

Sukma, Ramadhan, and Indriyani (2020) said that environmental education is a conscious joint effort to teach or attract human attention about how the natural environment functions and how humans can manage and protect it.

Hartidini, Ramadhan, and Ratna (2018) said that the low quality or quality of Indonesian language and literature learning in schools has been caused by things such as the learning methods applied by teachers, student interest in learning, and many other things. Wasillah, Ramadhan, and Noveria (2016) said that language learning can also improve language skills, broaden horizons, and encourage students to have communicative literary skills.

Radesi (in Sari, Ramadhan, and Rasyid 2018) said that the teacher is a very decisive component in implementing a strategy in making the learning process more effective. The successful implementation of a learning strategy depends on the teacher's expertise in using teaching methods, techniques and tactics. According to Sukma and Dania (2020), teachers also need to master learning methods, in order to carry out fun learning. Learning assessment needs to be mastered to obtain information about student learning achievement. According to Sukma (2007), teachers play an important role in developing students' knowledge and experience in everyday life, as well as guiding students towards critical thinking on matters related to student experiences.

Based on the problems described above, the author conducted research on "The Linkage of Indonesian Language Learning with the Environment" with the title of the author's essay "The Importance of Implementing Environmental Materials in Indonesian Language Learning" which was distributed to students. The number of students who filled out the questionnaire was 47 people, such as STIE Haji Agus Salim Bukittinggi students in semester V and semester III, UIN Medan students in semester V, Andalas University students in semester V, students from University of Perintis Indonesia semester V, graduates from SUPM school in Pariaman, TQ Babul students Jannah, fifth semester student of UIN Syarif Hidayatullah Jakarta, 5th semester Diponegoro University student, 5th semester Padjadjaran University student, 5th semester student of Padang State University, and IX grade student at SMP Negeri 1 Payakumbuh City. All respondents are required to 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 the percentage of women (89.4%) and men (10.6%). 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 that environmental material needs to be included in Indonesian language learning states agree (55.3%), strongly agree (42.6%), disagree (2.1%) and disagree (0%). The second question, namely environmental material plays an important role in the learning process of Indonesian, states agree (70.2%), strongly agree (27.7%), disagree (2.1%) and disagree (0%). The third question, namely the teacher assigns students to watch a film about how to recycle waste. When, learning made it easier for students to make a review text again stated agree (55.3%), strongly agree (36.2%), disagree (6.4%), and disagree (2.1%). The fourth question, namely Indonesian language learning related to the social environment, natural environment, and the environment states agree (57.4%), strongly agree (42.6%), disagree (0%) and disagree (0%). The fifth question, namely students who use Indonesian as their first language will have an effect on how they

speak at school, agreeing (48.9%), strongly agree (46.8%), disagree (4.3%) and disagree (0%)). The sixth question, namely environmental material can improve students' creativity in learning Indonesian, agree (61.7%), strongly agree (38.3%), disagree (0%) and disagree (0%). The seventh question, namely environmental material is one of the Indonesian language learning media which is highly recommended to agree (72.3%), strongly agree (25.5%), disagree (2.1%) and disagree (0%). The eighth question, namely Indonesian language learning makes students pay more attention to the surrounding environment, agreeing (63.8%), strongly agree (31.9%), disagree (4.3%) and disagree (0%). The ninth question, namely environmental material increases the enthusiasm of students in learning Indonesian. Examples of the material (descriptive text, narrative text, etc.) can be seen from the environment around the school who agree (68.1%), strongly agree (31.9%), disagree (0%) and disagree (0 %). The last question, namely getting used to the use of Indonesian in the school environment will help students become accustomed to learning Indonesian, expressing strongly agree (53.2%), agree (46.8%), disagree (0%) and 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. Therefore, with the environmental material the teacher can easily find relevant examples that make students better understand the material provided, so that it can help teachers imply the Indonesian language material in schools. Educational institutions have an important role in the process of planting environmental insight education to students, and educators are always connecting the process of environmentally-based positive values to students. This is in accordance with the opinion of Hauchild S, Poltavthenko E, and Stoller F, L (in Ramadhan et al, 2019), by integrating environmental education into the classroom, teachers can increase students' interest in contemporary problems that may directly affect their future.

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ATTACHMENT

Table 1

Questionnaire on the Relationship of Indonesian Language Learning with the Environment

No.	Pernyataan	Sangat setuju	Setuju	Kurang Setuju	Tidak setuju
1.	Materi lingkungan perlu dimasukkan ke dalam pembelajaran bahasa Indonesia.	42,6%	55,3%	2,1%	0%
2.	Materi lingkungan berperan penting dalam proses pembelajaran bahasa Indonesia.	27,7%	70,2%	2,1%	0%
3.	Guru menugaskan siswa untuk menonton film tentang cara mendaur ulang sampah. Ketika, belajar lebih memudahkan siswa untuk membuat teks ulasan ulang.	36,2%	55,3%	6,4%	2,1%
4.	Pembelajaran bahasa Indonesia berkaitan dengan lingkungan sosial, lingkungan alam, dan lingkungan hidup.	42,6%	57,4%	0%	0%
5.	Siswa yang menggunakan bahasa Indonesia sebagai bahasa pertama akan berpengaruh terhadap cara berbicaranya saat di sekolah.	46,8%	48,9%	4,3%	0%
6.	Materi lingkungan merupakan salah satu media pembelajaran bahasa Indonesia yang sangat dianjurkan.	38,3%	61,7%	0%	0%
7.	Pembelajaran bahasa Indonesia membuat siswa lebih memperhatikan lingkungan sekitar.	25,5%	72,3%	2,1%	0%
8.	Pembelajaran bahasa Indonesia membuat siswa lebih memperhatikan lingkungan sekitar.	31,9%	63,8%	4,3%	0%
9.	Materi lingkungan meningkatkan semangat siswa dalam mempelajari bahasa Indonesia. Contoh dari materinya (teks deskriptif, teks narasi, dan lain-lain) dapat dilihat dari lingkungan sekitar sekolah.	31,6%	68,1%	0%	0%
10.	Membiasakan penggunaan bahasa Indonesia pada lingkungan sekolah akan membantu siswa menjadi terbiasa dalam pembelajaran bahasa Indonesia.	53,2%	46,8%	0%	0%