**"The Role and Relationship of the Environment in Learning
Indonesian Language"**

Assyifa Elfath

elfathassyifa@gmail.com

The environment is a combination of physical conditions that include the state of natural resources such as land, water, solar energy, minerals, as well as flora and fauna that grow on land and in the oceans, with institutions that include human creation. The environment is a place where humans, animals and plants live and reproduce.

According to Emil Salim (1976) the environment is everything or conditions that exist in a place. Its existence greatly affects the living things in it (including humans). This understanding means that a natural event can impact other organisms. Meanwhile, according to Otto, the environment is all objects and conditions that are in one space so that it affects human activities. If referring to that definition, the number is unlimited. However, there can be limitations by looking at it from a certain perspective. Without the environment, ecosystems and weather changes cannot go well.

The environment is one component that influences the implementation of teaching and learning activities. The environment can also support teaching and learning activities in schools. Environmental learning is learning about the environment that has an internalization context directly or indirectly in forming independent personalities as well as patterns of action and thinking patterns of students so that they can reflect it in everyday life. Environmental learning is an effort to preserve and protect the environment and living ecosystems of living things that can contribute to the continuity of life that is balanced and more harmonious.

Environmental education material is an alternative choice to be applied to students so that they can develop patterns of thought and action, behave physically and mentally healthy in everyday life (Daryanto and Supryin, 2013:1). The relationship between environmental material and Indonesian language learning is also stated in the Minang proverb which reads "*Alam takambang jadi guru*" This shows that discourse materials (texts) with the theme of the environment are one of the strategies to integrate environmental education which aims to form and develop a mindset and action patterns,

as well as healthy behavior both physically and mentally in everyday life as a result of educational activities.

The use of environmental materials in Indonesian language learning is able to trigger students' interest in learning the language and, by implication, can increase students' knowledge of the environment and the environment. In addition, this environment-based learning has the aim of making students participate in protecting and preserving the environment. The environment is also very influential for the smooth learning process in schools. This can be seen from learning that goes directly to the field, such as making a paper about the environment directly to environmental objects, and also being a variation of learning other than in the classroom. Therefore, students are important to increase and develop knowledge about the environment.

Environmental materials can help students to rethink the relationship between humans and the environment, understand and be aware of problems that occur in the environment and consider environmental problems related to life. Material about the environment is also used as material in Indonesian language learning such as news texts covering natural phenomena, descriptive texts about nature and its life, rhymes, poetry, and poetry lines that require natural and environmental materials and inspire literary/literary figures. leading.

According to Buldur and Omeroglu (in Ramadhan et al, 2019), environmental education is important to increase students' attitudes and awareness of 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.

The natural environment with its various biographies can be used as a source of inspiration in writing interesting reading materials and language learning. A number of endemic and unique fauna or flora, as well as unique cultural components, are used as learning and reading materials. So, not only integrated and contextual learning for Indonesian or English learning, but learning a number of subjects in the curriculum can be integrated and packaged in a multilingual manner (Mbete, 2015).

Environmental education can be integrated into other subjects, one of which is learning Indonesian. Integration can be done by using the theme of the environment in text learning. Through the text being studied, students can learn the language and gain

environmental knowledge through the content of the text that is read (Ramadhan et al, 2019).

Being strong in the natural environment as a 'living space' for language learning is very important for students. Environmental issues that are manifested in the form of reading materials, illustrated pictures or photos, song texts, even posters about the beauty of nature are unique conservative ideas that can enrich students' insights to interpret and understand how important nature is to human life, either directly or indirectly (Tulalessy, 2016)

Environment-based learning has the goal that students participate in protecting and preserving the environment. The environment is very important for the smooth learning process. Therefore, to develop knowledge about the environment is very important, because it can help students rethink the relationship between humans and the environment, understand the environment, be aware of environmental problems and consider environmental problems related to life (Ramadhan et al, 2019).

According to Tulalessy (2016) in language learning with the theme of the environment is an indication of being able to form intelligence of the heart, mind, and hands where the three competencies are related to one another. Language learning and teaching should be environmentally based. The natural environment around us is everything, so that the footsteps, the basic values of life, and the natural, natural, harmonious and harmonious orientation of life can be regenerated from an early age.

Based on 51 respondents consisting of 78.4% women and 21.6% men. Most of the respondents are 20 years old and 98% are students. The results of the author's research on the environment can be used as a theme in Indonesian language learning. 54.9% strongly agree and the rest 43.1% of respondents agree, 2% disagree. Learning about the environment can change the character of students to be more positive. 45.1% strongly agree, 51% agree, and 4.9% disagreed. In learning Indonesian, the materials are Environmental theme is one strategy to increase vocabulary. 47.1% strongly agree, 51% agree, and 2% disagree. The environment can be used as a material for discussion in learning Indonesian. 47.1% strongly agree, 49% agree, and 3.9% disagree. Utilization of the environment is one of the Indonesian language learning media that is good for application in the learning process, because it fosters student interest and enthusiasm 45.1% strongly agree, 47.1% agree, and 7.8 disagree. Students can observe

the environment and make it a source of inspiration to make a literary work 56.9% strongly agree, 41.2% agree, and 1.9% disagree. Solving environmental problems through learning Indonesian 29.4% strongly agree, 49% agree, 17.6% disagree, and 4% disagree. Environmental education in Indonesian language learning is important to improve students' attitudes and awareness of the environment, around 51% strongly agree, 47.1% agreed, and 1.9% disagreed. Environmental materials can improve speaking skills by providing responses and arguments to the actual problem 43.1% strongly agree, 51% agree, and 5.9% disagree. Environment as a source of inspiration in building linguistic intelligence 39.2% strongly agree, 54.9% agree, 5% agree, and 0.9% disagree.

Based on the results of studies and research by the author above, it can be concluded that the environment has an important role in learning Indonesian. Environmental materials can help students' skills and can foster their interest and enthusiasm in learning Indonesian. Environmental material can also make it easier for students to understand Indonesian material well, increase students' insight, and can build students' linguistic intelligence. Then environmental learning can be integrated into Indonesian language subjects to provide comprehensive knowledge and skills in protecting the environment. This paper is used as material for joint evaluation for writers, readers and the general public to protect the environment together for environmental preservation.

Daftar Rujukan

- Buldur, A. and Ömeroglu, E. (2018). An Examination Of The Relationship Between Pre-School Children's And Their Teacher' Attitude And Awareness Towards The Environment. *Journal of Education and Learning*.7(2) 221-9.
- Mbete, A. M. (2015). Pembelajaran Bahasa Berbasis Lingkungan: Perspektif Ekolinguistik. *RETORIKA: Jurnal Ilmu Bahasa*, 1(2), 352-364.
- Munawaroh, S. 2014. "Pengaruh Lingkungan Sekolah Terhadap Siswa Dalam Pembelajaran Bahasa Indonesia Kelas X Madrasah Aliyah (MA) Daarul Falahiyah Kampung Panggang, Kecamatan Cisoka, Kabupaten Tangerang". Fakultas Ilmu Tarbiyah dan Pendidikan. UIN Jakarta: Jakarta.
- Ramadhan, S., Sukma, E., & Indriyani, V. (2019). Environmental Education And Disaster Mitigation Through Language Learning. In *IOP Conference Series: Earth and Environmental Science* (Vol. 314, No. 1, p. 012054). IOP Publishing.
- Tulalessy, Q. D. (2016). Pembelajaran Bahasa Berbasis Lingkungan sebagai Upaya Membangun Kecerdasan Ekologis. *Jurnal Triton Pendidikan*, 1(1), 51-56.