“The Relationship between Indonesian Language Learning and the Environment”

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The environment is a combination of physical conditions that include the state of natural resources such as land, water, solar energy, minerals, and flora and fauna that grow on land and in the oceans, with institutions that include human creation such as decisions on how to use the physical environment. The environment can also be interpreted as everything that is around humans and affects the development of human life. Environment consists of biotic and abiotic components. The abiotic component is everything that is lifeless such as soil, air, water, climate, humidity, light, sound. While the biotic component is everything that is animate such as plants, animals, humans and micro-organisms (viruses and bacteria). Environmental science is a branch of biology.

The environment can include everything that is in the natural environment that has a certain meaning or influence on the individual. In Indonesian language learning, discourse material (text) with the theme of the environment is one of the strategies to integrate environmental education which aims to form and develop thought patterns and patterns of action, as well as healthy behavior both physically and mentally in everyday life as a result. of educational activities. Meanwhile, according to Jacobs and Cates (in Ramadhan et al, 2019), said the goal of environmental education is to make students participate in protecting the environment, it is important to develop knowledge about the environment, environmental awareness and changes in behavior towards the environment. This is in line with the study of Karmila (2019) that environmental education is identical to discussing matters related to daily activities so that content is needed that builds the character of students.

According to Ramadhan et al, 2019, all people around the world face serious environmental problems, such as global warming, acid rain, ozone depletion, environmental pollution, natural degradation and loss of biodiversity that threaten the lives of current generations, especially future generations. Environmental problems are

caused by careless and intensive human activities in natural areas to improve their quality of life. A more threatening aspect is the unconsciousness of human influence on their environment. Environmental damage produces an ecological crisis that will cause a series of problems with natural resources, climate, pollution, food, and the economy. Humans living today are faced with environmental problems. Humanity has long known that its existence depends on the status of its environment. Everyone has the same responsibility in overcoming this problem. Because environmental damage is not caused by a certain place, but it can come from the surrounding environment.

According to Buldur and Lai (in Ramadhan et al, 2019) environmental education can help students rethink the correlation between humans and the environment, begin to understand their environment, become aware of environmental problems and consider environmental problems related to their lives. As the subject of pedagogical activities, teachers must generate knowledge, trust, and skills in environmental conservation and nature protection. To achieve this, teachers must have an interest in using themes related to global issues regarding the environment, have a quality understanding, and have a positive attitude towards the environment. Language teachers are in a unique position to promote environmental awareness. By integrating environmental education into language classes, educators can increase students' interest in contemporary issues that may directly affect their future; teaching students how to contribute to a healthier and more sustainable world; and promote meaningful language learning and communication.

To overcome the problem of environmental damage, serious action is needed to prevent environmental damage from getting worse. According to Nazarenko and Berman (in Ramadhan et al, 2019), to overcome this, teachers play an important role in teaching environmental education and raising students' awareness of the environment. According to Buldur and Omeroglu (in Ramadhan et al, 2019), environmental education is important to increase students' attitudes and awareness of the environment.

The role of learning Indonesian language and literature in building student character depends on the teacher. How can teachers provide innovative and creative learning to their students so that they can shape student character. In order to improve the quality of education it is carried out by the government. One of them is by providing

guidance to improve teacher quality. A teacher must have an important role to play in improving the character of his students (Elfia, 2015).

Based on the results of the author's research on "The Linkage of Indonesian Language Learning with the Environment" 46% strongly agree and 54% agree that in Indonesian language learning the role of the environment is very important. Environmental materials need to be included in Indonesian language learning materials. 26% strongly agree and 72% agree, but 2% disagree with the statement. Environmental materials can be used as fun learning media for students. 46% strongly agree, 52% agree and 2% disagree with this statement. Learning Indonesian can be used as an adaptation for students to the environment. 30% strongly agree and 70% agree. Environmental materials can make it easier for students to understand Indonesian language learning. 30% strongly agree and 68% agree, but 2% disagree with the statement. Teachers have an important role in introducing Indonesian language learning to the environment, around 40% strongly agree and 60% agree. In learning Indonesian in a school environment, teachers require students to communicate using Indonesian. 46% strongly agree, 52% agree and 2% disagree with the statement. Environmental material in the teaching of Indonesian has an important role for the positive value of students. 38% strongly agree, 60% agree and 2% disagree with the statement. The teacher provides an understanding of what environmental objects are through the descriptive text. 26% strongly agree, 62% agree and 12% disagree with the statement. Environmental material in Indonesian language learning is related to language in everyday life. 34% strongly agree, 58% agree and 8% disagree with this statement.

Based on the results of the study and research conducted by the author, it can be concluded that 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. Then environmental insight education can be integrated into Indonesian language subjects to provide comprehensive knowledge and skills in protecting or maintaining 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.

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