The Relationship of Indonesian Language Learning with the Environment

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One of the environmental problems facing Indonesia, namely the problem of cleanliness. Many Indonesians are not aware of the importance of environmental cleanliness, especially about disposing of garbage properly. The awareness of the Indonesian people to dispose of waste in its place is still very low. People often littering, such as throwing garbage into rivers, roads, and places that are not trash cans. This is what makes the environment even more dirty and unhealthy. One of the environmental cleanliness problems occurs in the school environment. The school environment greatly influences the success of the learning process, but many students do not realize it. Even if the school environment is dirty, students will feel uncomfortable doing learning activities. 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. **Syofiani, Zaim, Ramadhan, and Agustina (2019)** said that fun learning is a learning atmosphere that can focus students' attention completely while studying so that the time on task is high.

To overcome the problem of environmental damage, serious action is needed to prevent environmental damage from getting worse. According to Nazarenko and Bergman (in Ramadhan et al, 2019), to overcome this, teachers play an important role in teaching environmental education and fostering student awareness about the environment. **Ramadhan, Sukma, and Indriyani (2019)** said that increased awareness of the environment can be obtained through the education process. Education is a key element in the prevention and resolution of environmental problems. **According to Ramadhan et.al (2018)** Innovative learning models can improve student learning outcomes. Therefore, the integration of environmental education in the language learning process is the right step in exporting students' abilities so that students can innovate and collaborate with the environment around

them. **Sukma (2019)** said that teachers should provide material that is in accordance with the conditions, age, interests, habits, and life environment of students.

Given the importance of environmental education for sustainable living, environmental education must be applied in society starting from an early age. Every school must be able to introduce students to understanding the current conditions and natural problems. This aims to increase students' awareness to be more sensitive to current natural conditions. **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. Utilization of the environment is one of the good learning media to be applied in the learning process, because it can foster students' interest and enthusiasm. This can be applied in Indonesian language subjects. Because students can observe what is in the environment and make what students see as a source of inspiration to make a literary work. **Sukma (2012)** states that literary learning is aimed at improving students' ability to enjoy, appreciate, and understand literary works and to take wisdom on the noble values hidden in them. **Wasillah, Ramadhan, and Noveria (2016)** said that language learning can also improve language skills, broaden horizons, and encourage students to have communicative literary skills. In addition, it has the potential to help future generations manage life and build a prosperous future. Environmental education should be designed to contribute to the cognitive, emotional, linguistic and psychomotor development of students, and enable them to develop positive attitudes towards the environment.

Angin, Ramadhan, and Agustina (2015) said that using environmental materials made students more sensitive to their environment because they could present their observations. It is hoped that students' attitudes and high motivation to learn can help in achieving maximum learning outcomes. **Zulhafizh, Atmazaki, and Ramadhan (2013)** said that increasing student attitudes and motivation in learning activities is expected so that student learning outcomes also increase. Efforts to determine the level of the role of learning attitudes and motivation on learning outcomes, especially in Indonesian lessons, need to be carried out by observing and analyzing these learning attitudes and motivation. Knowing the attitudes and motivation of student learning, helping teachers or the school in formulating various strategies that should be planned in developing teaching and learning activities, especially in Indonesian language lessons.

Based on the problems described above, the author has conducted research on "The Relationship of Indonesian Language Learning with the Environment". The author has distributed the questionnaire to students from various departments, semesters, and universities. A total of 44 respondents participated in filling out the questionnaire, such as from Semarang State University, Hasanuddin Makassar University, Panca Budi Development University, Malikussaleh University, Medan State University, North Sumatra Islamic University, IAIN Bukittinggi, IAKN Tarutung, and Padang State University which are required to include gender and also occupation. Of the total number of respondents who participated in filling out the questionnaire, it turned out that women were far more dominant than men where female respondents reached 37 people (84.1%), and male respondents reached 7 people with a percentage (15.9%).). This research was conducted using google form, the author provides 10 statements that must be filled in by respondents.

The results obtained from this study are as follows. The statement in the first point, regarding the importance of environmental material to be studied, which states agree (61.4%), strongly agree (38.6%), disagree and disagree (0%). The statement in the second point, regarding environmental material can make it easier for students to understand Indonesian material, which states agree (68.2%), strongly agree (25%), disagree (6.8%) and disagree (0%). The statement in the third point, regarding environmental material is closely related to everyday life, which states strongly agree (56.8%), agree (43.2%), disagree and disagree (0%). The statement in the fourth point, regarding learning about environmental material can directly or indirectly form an independent personality in students, develop patterns of thought, act, and behave physically and mentally healthy, who agree (61.4%), strongly agree (34 , 1%), disagree (4.5%), and disagree (0%). The statement in the fifth item, by integrating environmental education into the classroom, teachers can increase students' interest in contemporary problems that may directly affect the future of students, who agree (61.4%), strongly agree (34.1%), disagree (4.5%), and disagree (0%). The statement in the sixth point, the environment can be used as a medium in Indonesian language learning, which states agree (54.5%), strongly agree (43.2%), disagree (2.3%), and disagree (0%) . The statement in the seventh point, environmental material related to Indonesian language learning and related to Geography lessons, which states agree (70.5%), strongly agree (18.2%), disagree (9.1%), and disagree (2.3%). The statement in the eighth point, environmental conservation efforts can be made through reading texts in Indonesian language learning, which states agree (61.4%), strongly agree (34.1%), disagree (4.5%) and disagree

(0%). The statement in the ninth point, providing environmental material in Indonesian language learning is an effort to build ecological intelligence, which states agree (72.7%), strongly agree (23.3%), disagree and disagree (0%). The statement in the tenth point, the teacher has an important contribution in introducing environmental knowledge through classroom learning, which states agree (52.3%), strongly agree (45.5%), disagree (2.3%) and disagree (0 %).

From the results of filling out the questionnaire that the author has done, it can be concluded that many students or prospective teachers agree and even strongly agree to make Indonesian language teaching materials with environmental themes. Because by using the environmental theme in learning Indonesian, it can introduce students to the environment, so it is hoped that it can increase students' sense of care for the environment, especially for the cleanliness of the environment.

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