The Importance of Environmental Materials in Learning Indonesian in Schools

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Environmental cleanliness has always been a problem in Indonesia from time to time, the lack of awareness in every human being is one of the causes. Efforts to create a sense of responsibility and awareness of environmental hygiene should be taught from an early age. This environmental cleanliness should also be taught in a school environment that is supervised by the teacher. One of the efforts to implement this environmental cleanliness is by providing material about the environment in the learning process, so that students are expected to be able to apply the results of the learning to their environment.

According to Nkwetisma C M (in Ramadhan et al, 2019), 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. According to Jacobs G.M (in Ramadhan et al, 2019), the goal of environmental education is to make students participate in protecting the environment. According to Kollmuss A and Agyeman J, Schultz PW, Shriver C, Tabanico JJ, and Khazian AM, Xehua Z, and Çokçaliskan H and Çelik Ö (in Ramadhan et al, 2019) said that for students to participate in protecting the environment, it is important to develop knowledge about the environment, environmental awareness and behavior change towards the environment.

The environment greatly affects a person's language and speech skills. According to Ramadhan (2019), politeness in speaking really depends on society and the environment. Language politeness is not only limited to spoken or written words, but also behavior, attitudes, and actions also describe a person as having good language politeness or not (Astuti, Ramadhan, Ermanto, 2012).

According to Uyar (in Ramadhan et al, 2019), the use of environmental themes in text learning can trigger students' interest in learning languages and can implicitly increase students' knowledge of the environment. Integrating environmental education into language learning is not easy. Teachers must have the necessary knowledge and readiness about the environment so that classroom activities are efficient. According to Sukma (2019), learning Indonesian as a teacher faces problems and the learning process, especially in the cognitive aspects, namely the teacher's lack of understanding in teaching. According to Ramadhan, Ghani, Amelia (2018) an innovative learning model can improve student learning outcomes.

The learning model is very influential on student learning outcomes, the teacher can choose a variety of learning models (Fitri, Ramadhan, Afnita, 2018).

In this environmental material, the teacher can also combine it with more interesting learning media, so that students do not get bored of learning this environmental material. The learning media that will be created also need an understanding of teachers in using media and what policies should be known in using digital media wisely (Ramadhan, Sukma, Indriyani, 2019). According to Sukma, Mahjuddin, Habibi (2019), teachers and education practitioners can use media literacy that is developed in achieving learning objectives.

According to Obasoro, Oyinloye, and Ilensami (in Ramadhan et al, 2019), students need to have experience in taking initiatives with respect to urgent requirements in the field of global and societal challenges. According to Rozana, Ramadhan, Basri (2018), to achieve educational goals requires two-way communication between teachers and students during the learning process. This aims to motivate students to be more active in expressing opinions, asking questions, and being creative during the learning process. According to Bergman B, G (in Ramadhan et al, 2019), teachers play an important role in teaching environmental education. For example, in learning Indonesian, the teacher can provide environmental material to students so that students better understand concrete examples that can be found around them, or the existence of environmental material in Indonesian language learning makes it easier for students to express ideas in written form, so that writing skills will be better. good again. So the environmental material in learning in schools is very important in learning Indonesian. The development of models, media, or learning materials can be done so that environmental education can be applied, especially in schools (Sukma, Ramadhan, Indriyani 2020).

Based on the questionnaire that I distributed to 30 students from UNP, USU, and UMSU, the following data were obtained. Point 1 states that environmental material is closely related to Indonesian language learning which states, (60%) agree, (40%) strongly agree, (0%) disagree, and (0%) disagree. Point 2 states that the environment affects a person's language skills who state, (50%) strongly agree, (50%) agree, (0%) disagree, and (0%) disagree. Point 3 states that the environmental material in Indonesian language learning can foster student awareness of the environment which states, (56.7%) agree, (40%) strongly agree, (3.3%) disagree, and (0%) disagree. Point 4 states that environmental conservation efforts can be carried out through reading texts in Indonesian language learning which state, (60%) agree, (26.7%) strongly agree, (13.3%) disagree, and (0%) disagree.

Point 5 is that the environmental material in Indonesian language learning can be used as inspiration for students in producing texts which state, (60%) agree, (36.7%) strongly agree, (3.3%) disagree, and (0%) disagree . Point 6 is that students can produce the text of the observation result report by directly observing the surrounding environment which states, (50%) strongly agree, (46.7%) agree, (3.3%) disagree, and (0%) disagree. Point 7 states that students can present a drama with an environmental theme in Indonesian language learning which states, (53.3%) agree, (40%) strongly agree, (6.7%) disagree, and (0%) disagree. Point 8 states that teachers also have an important role in the processing of environmental materials in Indonesian language learning which states, (50%) strongly agree, (50%) agree, (0%) disagree, and (0%) disagree. Point 9 that teachers and students must work together in preserving the classroom environment and the school environment which states, (60%) strongly agree, (36.7%) agree, (3.3%) disagree, and (0%) disagree . Point 10 is that the curriculum should include more environmental material in Indonesian language learning which states, (53.3%) agree, (40%) strongly agree, (6.7%) disagree, and (0%) disagree.

Based on the results of the above research, it can be concluded that environmental material in Indonesian language learning is indeed very important in schools and is needed for students, teachers, all educational devices in terms of administrative staff, librarians, and school security. By studying and applying environmental materials, especially in learning Indonesian, all these parties will increasingly protect and preserve their environment, foster a caring attitude towards the situation and conditions of the surrounding environment.

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