The Relationship of Indonesian Language Learning with the Environment

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In communicating, a language is needed . In practice, language has an important role in human life. This is because human behavior and the culture of a nation can be seen from the language used. Indonesian has a high position, because Indonesian is the official language of the Indonesian people. For this reason, the application of Indonesian can be taught from an early age from the environment, both formal and informal in order to instill life and social values from an early age.

Learning Indonesian is closely related to the conditions of the surrounding environment. The environment has a big influence on children's language development . In formal form, environmental materials can be incorporated into Indonesian language learning in schools. The teacher can link the existing texts in Indonesian language learning with environmental examples. The introduction of environmental education is important to include in learning in order to raise awareness of students in protecting the environment. This is also in accordance with Ramadhan et.al (2019) which states that environmental education is important to increase students' attitudes and awareness of the environment. Environmental education can make students think critically and contextually. This critical and contextual way of thinking will later affect Indonesian language learning, so that environmental education and language learning are interrelated. Sukma (2005) the use of language is closely related to the social relationships between speakers in the midst of society.

According to Ramadhan et.al (2018) innovative learning models are able to improve student learning outcomes. Therefore, the integration of environmental education in the Indonesian language learning process is one way of realizing and developing student abilities so that students can innovate and collaborate with the environment around them. Continued again, according to Ramadhan et.al (2019) educational institutions as the main stakeholders are required to increase students' environmental awareness. In Indonesia, environmental education is not a compulsory subject in schools. Therefore, environmental-based education can be applied in other subjects, such as Indonesian. Ramadhan et.al (2019) revealed that the use of environmental themes in text-based learning can trigger students' interest in learning languages and can implicitly increase students' knowledge of the environment.

Sukma (2017) ability in literacy has a significant influence on student success in learning and daily life. Through good literacy skills, it will help students understand spoken, written, and visual texts. Sukma (2019) teachers should provide motivation to students. Through this motivation, a teacher can create various learning experiences for students. Indriyani et.al (2019) student literacy needs to be improved, especially literacy in reading and writing. Then, it is also necessary to know how literacy has been implemented in schools. Sukma (2020) instills important characters since students are still in elementary school. Character planting can be done in the learning process at school. The large variety of characters and habits of students in schools coming from different family backgrounds is a big influence, causing bad things from the bad character of children.

Hartidini et.al (2018) literacy is at the heart of students' ability to succeed in their learning at school and also to face various challenges in the future. The quality of Indonesian language learning in the school environment is influenced by the learning methods applied by the teacher, and students' interest in learning. Putri and Syahrul (2019) revealed that in learning in the school environment, teaching reading must receive serious attention from educators in Indonesia. Through teaching, educators are able to direct students in language learning. Sari et.al (2018) communicative reading is used to seek, find, and obtain information from various sources according to the understanding of each individual obtained.

Therefore, it is necessary to distribute questionnaires to determine the percentage level of the relationship or relationship between Indonesian language learning and the student's social environment. Questionnaire aims to determine the levels of PCE at the option d ari results statement has been presented by the respondents in the form of students of class VIII SMP Negeri 2 Pariaman, students UNP 5th semester, UIN Imam Bonjol Padang 5th semester, IAIN Batusangkar 5th semester, STIT SB Pariaman 5th semester, UIN Sunan Kalijaga 5th semester, Ma'had Azzubair bin Al-awam 5th semester, and a teacher at SMAN 1 V Koto Kp. Dalam. Overall, the respondents were 30 people. The data results from the percentage of questionnaires that have been carried out via *Google Form* can be seen as follows.

The first statement, the introduction of the environment is very influential on learning Indonesian, the percentage shows 70% agree and 30% strongly agree. The second statement, learning Indonesian has an important role in developing knowledge about the environment, environmental awareness, and changes in behavior towards the environment, the percentage obtained from the questionnaire was 53.3% agreed and 43.3% strongly agreed. The third statement, the environment is used as a source of inspiration to build linguistic intelligence,

the percentage of which is 53.3% agreeing and 43.3% disagreeing. The fourth statement, environment-based learning aims to make students participate in protecting and protecting the environment, the percentage obtained is 56.7% agree, and 40% strongly agree. Then the fifth statement, in learning Indonesian the teacher must use texts with the theme of the environment, the percentage obtained is 53.3% agreeing, 23.3% disagreeing , and 20% agreeing. The sixth statement, one way to create a conducive learning atmosphere can be done by utilizing the surrounding environment to develop learning activities and creativity optimally, the percentage of this statement from the results of the questionnaire is 56.7% agreed, and 43.3% strongly agreed . The seventh statement, the ability to speak and understand language is influenced by environmental factors, the percentage shows 56.7% agree, and 40% strongly agree. The eighth statement, teachers have an important role in introducing environmental education through classroom learning, the percentage shows 60% who agree, and 40% who strongly agree. The ninth statement, in relation to learning Indonesian with the environment, students can observe whatever is in the environment. Then make these observations as one of the sources of inspiration to make a literary work in the form of a report on the observation results, the percentage of this statement is 70% agree, and 26.7% strongly agree. The tenth statement, the use of the learning environment is expected to be able to help the development process of individuals into social beings who can adapt well to their environment, the percentage of this statement is 60% agree and 40% strongly agree.

Based on the explanation above, it can be concluded that environmental education is closely related to Indonesian language learning. Because, through the environment, students are able to develop ecological skills, think creatively, innovatively, and are able to increase students' awareness of the importance of protecting the environment

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