Related To Indonesian Learning With The Environment

Aulia Putri Nabila/ 19016077

auliaputrinabila194@gmail.com

Environmentally based learning is learning that emphasizes the environment as a medium or learning resource. This environmental-based learning is an implementation of environmental education that is done formally. According to Nkwetisma (in Ramadhan et al, 2019) environmental education is an effort made consciously to teach and attract human attention about how the natural environment functions and how humans can manage and protect it. The use of the environment as a source of learning is one of the ways teachers to provide understanding to students about events that occur in the field. Thus, it can be conveyed that between humans and the environment there is basically a reciprocal relationship. Humans affect their environment, and instead humans are influenced by their environment and are inseparable from each other. (Guci et al, 2018).

According to Alagoz and Akman (in Sukma et al, 2020) teachers are an important factor in realizing or integrating effective environmental education. That is, a teacher must have the necessary knowledge and readiness about the environment with the aim of developing the attitude and ability of students to understand, criticize, and participate rationally in the teaching-learning process in the classroom. Zulhafizh and Ramadhan (2013) said students' learning attitudes will affect each learning process towards a subject, especially Indonesian.

In Indonesian learning activities, it can be done by inviting students to be literate about environmental issues that are developing today. Agree with that, according to Mutisya and Barker (in Sukma et al, 2020) before designing an effective environmental learning program, it is necessary to investigate variables that are important in the development of environmental literacy. Literacy is the basis in the formation of multi-educated personalities (Indriyani et al, 2019). Sukma et al (2017) assert that literacy is very important for students because skills in literacy have a significant influence for students in obtaining the desired learning success. Furthermore, Harras (in Sukma et al, 2020) stated that literacy awareness is important to develop because it can make students become intelligent in looking at their life problems. In today's modern era media literacy is one of the basic skills that has become a central and inseparable part of life (Ramadhan et al, 2019). Media literacy is the ability to assess meaning in each type of message, organize meaning and communicate that information into various forms of media.

In connection with the above discussion, Kharade and Peese (in Ramadan et al, 2018) revealed that language learning is a complex process by connecting the intellectual, social and emotional dimensions. Dania and Sukma (2020) explained that the learning process is a process of interaction between learners and learning resources in a learning environment. In the learning process teachers and learners strive to share and process information so that the knowledge provided is useful in students characterized by changes in individual behavior that are better.

Therefore, teachers must be able to create an effective and efficient learning process to achieve all the desired efforts of the learning process. Sofiyani et al (2019) said fun learning is a learning atmosphere that can focus students' attention fully while studying so that the (time on task) is high. Furthermore, Akçali and Demircioğlu (in Sukma et al, 2020) assert that teachers are the most influential in educating learners to become future leaders in environmental advocacy. According to Ramadhan et al (2019) individuals should be encouraged not to see the environment as something to be exploited, but rather as a valuable asset worthy of protection for human survival. This is because the important role of environmental education is to develop individuals to have scientific knowledge about environmental issues and high environmental concerns (Sukma et al, 2020). Thus, environmental education is expected to help students rethink the correlation between humans and the environment, ranging from understanding their environment, being aware of environmental issues and considering environmental issues related to their lives (Ramadhan et al, 2019).

Based on the problems that have been spelled out, the author has conducted research on "The Link of learning Indonesian with the environment". In this case the author distributes questionnaires to students from various majors, semesters, and universities. A total of 30 respondents participated in the filling of the questionnaire, such as from Padang State University, Jakarta State University, Andalas University, Riau University, Trisakti University, Open University, Walisongo State Islamic University, STIMLOG, Batam State Polytechnic, and Riau Islands University. This research was conducted by providing 10 statements through google form that must be filled out by respondents.

The results that the authors got from this study are as follows. The first statement, "Environmental material fosters a caring soul for students in school". 60% of respondents agreed and 40% of respondents strongly agreed. The second statement, "learning Indonesian is the most influential learning with the environment". Based on the statement, 50% of respondents agreed, 30% of respondents strongly agreed, and 20% of respondents disagreed. The third statement, "Teachers use the environment around the school as a support for Indonesian learning". 60% of respondents agreed and 40% of respondents strongly agreed. The fourth statement, "Learning Indonesian as an effort to build student intelligence". From the statement submitted, it turned out that 50% of respondents agreed, 43.3% of respondents expressed great agreement, and 6.7% of respondents expressed disapproval. Fifth statement, "A good environment is a good supporting aspect in Indonesian learning". 40% of respondents agreed and 60% of respondents strongly agreed. The sixth statement, "Learning about environmental material in a language or not language can develop the mindset of learners". A total of 66.7% of respondents said they agreed, 30% of respondents strongly agreed, and 3.3% of respondents disagreed. The seventh statement, "Learning Indonesian can improve the communication skills of learners, both in the school and community environment". A total of 46.7% of respondents agreed and 53.3% of respondents strongly agreed. The eighth statement, "The teacher can associate the texts in the learning Indonesian with the example of the environment". 60% of respondents agreed and 40% of

respondents strongly agreed. The ninth statement, "Learning Indonesian based on the environment can increase the creativity of learners". A total of 56.7% of respondents said they agreed, 40% of respondents strongly agreed, and 3.3% of respondents disagreed. The tenth statement, "Learning is more interesting when it comes to the environment". Fifty percent of respondents agreed, 43.3 percent of respondents strongly agreed, and 6.7 percent of respondents disagreed.

From the results of filling the questionnaire that has been done, the author can conclude environmental-based learning, especially Indonesian is an important aspect that must be taught to learners in the learning-teaching process in the classroom. This is because with learning like this it is expected that learners are able to grow awareness of the need to maintain the environment. Not only that, with the utilization of material about the environment in learning Indonesian it is expected that learners can create a sense of care and develop their mindset in a better direction. Because, a good environment is a good supporting aspect in learning.

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