

ENVIRONMENTAL LEARNING TO SHAPE STUDENTS' PERCEPTION: THE INNOVATION STEPS IN WRITING POETRY

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ABSTRACT

This article aims to (1) to describe the contribution of environmental learning models in shaping students' perception and (2) to conceptualize environmental learning as an effort to establish students' perception in writing poetry. Environmental learning models guide teachers to involve the environment as teaching materials. Students' interaction with the environment will be input that will shape students' perceptions of an object. The perception becomes an idea to make it easier for students to write poetry. Learning steps in this environmental learning model can be applied by Indonesian language teachers in guiding students to write poetry.

INTRODUCTIONS

The definition of environmental learning, according to Rickinson, et al. (2009:12), highlighted in various ways. First, environment-based learning focuses on nature, conservation, and social change. In this case, the environment is seen as a small context, that is, the nature that can be observed by the students around it, such as forests, rivers, mountains, seas, and so on; produce an understanding of nature, understanding and behavior of nature conservation, and generate attitude changes in issues about nature. Second, environmental learning is concerned with a broad process and context. Environmental learning needs to be distinguished from various sources of information such as the formal education system, books, museums, conversations, sites (Periera, 2017). Expected results with the implementation of this environmental learning, according to Rickinson, et al (2009: 13), namely values and feelings, understanding, behavior, social justice, and skills democratic citizenship skills.

The result of the implementation of this environmental learning comes from the input received by the students. These inputs shape the students' perspective about something around them. A person's acceptance of something that has been interpreted is called perception. Perception is a process of interpreting information obtained through the system of the sense apparatus; into something meaningful and an integrated activity within the individual (Walgito, 2004:70).

Perceptions owned by each individual is influenced by internal and external factors (Khairani, 2013: 63). The environment is an external factor that affects the perceptions, including social and cultural context factors. Therefore, students' perceptions of things can be shaped by environmental learning in schools.

In Indonesian language learning, environmental learning becomes a model that can assist students in generating ideas in pre-writing activities. This environmentally-focused learning seeks to increase student involvement through the use of the environment as a learning resource. This approach assumes that learning activities will attract the attention of learners if the material learned by students is removed from the environment so that it is related to their life (Mulyasa, 2005: 101). Therefore, there is a need for basic learning steps on environmental learning approach in a learning model.

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Environmental learning model guides teachers informing students' perceptions in order to find ideas in any text writing activity. One of the texts in the Kurikulum 2013 in Indonesian subjects is poetry. One of the characteristics of good poetry, according to Mahayana (2016: 194), is the attitude. Attitude is defined as a poet's feelings in the face and appreciates the object of his poetry. The attitude is reflected in the verbal revelation in the verse of poetry. Therefore, before writing poetry, the shaping of perceptions about something is necessary. The teacher guides the students to come up with their attitude toward the object of poetry through interaction with the environment which is the theme of poetry.

The existence of the interrelationship between the environmental learning model, the formation of student perceptions, and the writing of poetry, this article has two purposes, namely (1) to describe the contribution of environmental learning model in to shape students' perception and (2) to conceptualize environmental learning as an effort to form student perception in writing poetry.

THE CONTRIBUTION OF ENVIRONMENTAL LEARNING MODEL IN STUDENT PERCEPTION SHAPING

Application of environmental learning model means making the environment as the source of teaching materials; students learn through text around students. In Indonesian language learning, the environment in question is the language environment.

The language environment is all things heard and seen by the learner in relation to the second language being studied in this case the Indonesian language is considered the second language for language learners of regional languages. The language environment consists of the situation at home while watching television; conversation with friends; interview with others; speech and teacher actions in the classroom. The quality of the language environment is critical to the success of learners in learning a second language (Dulay, et al., 1982: 13). In general, the language environment can be divided into two, namely (1) the formal environment, encountered in the teaching-learning process, (2) the informal environment (Dulay, et al., 1982: 40).

Environmental learning model involving the environment around the students raises students' judgment on something. The student's assessment of something is inputted into the mind of the student, diinter [the retention to form a perception. Khairani (2013: 63) mentions that factors that affect one's perception, namely internal factors, and external factors. Internal factors include individual feelings, attitudes and personalities, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs as well as interests, and motivation. External factors include the environment around the student such as family background, information gained, knowledge and needs around, intensity, size, vulnerability, repetition of motion, novelty and familiarity or non-existence of an object.

The model of environmental learning in generating the perception of students relates to the requirement of perception formation. There are three conditions that must exist in order for a person to form a perception, namely (1) stimulus, (2) receptor, and (3) attention (Walgito, 2010: 101). Stimulus leads to perception. Stimulus is an input that is in the environment around the students. Stimulus can be any object or event or anything that can be sensed. Once students receive a stimulus, a person's senses will process them into information. Furthermore, the information is interpreted by giving attention and interpreting the stimulus received by a person. The process of interpretation depends on one's deepening, motivating, and personality.

The perception that comes after a person gets a stimulus can be an idea to start a writing. Therefore, the environmental learning model can stimulate students to write based on their perceptions of something. Perception is also related to the cognitive level of the students. The contribution of environmental learning model to the formation of perception can be seen in the following figure.

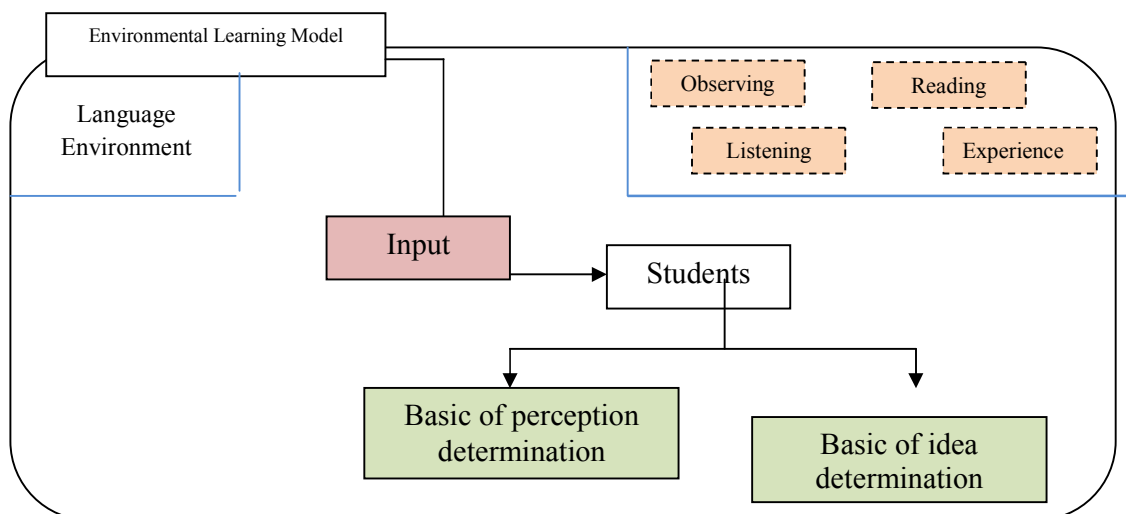


Figure 1. The Contribution of Environmental Learning to Perceptions and Ideas

ENVIRONMENTAL LEARNING STEPS IN POETRY WRITING

The environmental learning model is implemented by involving students in the environment related to learning objectives. The learning steps in this model are dominated by collaborative learning starting from theme selection to generating perception. Student perceptions are generated by interpreting the stimulus received or being confronted with the students. Interpretation activities were conducted in groups and ended by writing poems independently. Here are the steps of environmental learning in poetry writing activities.

Determination of Theme of Poetry

The environment as a source of stimulus in learning and writing themes affect each other. The environment that has been set to be a stimulus will limit the selection of themes. Conversely, the theme selection will determine the environment to be used as a stimulus in learning. Therefore, there are two conditions in terms of the relationship between theme and inclination. First, if the teacher determines the environment first, it means that each student can propose a specific theme from the same environment. Secondly, if the students are freed to determine the theme, the selection of the environment will be wider and different for each student. For the learning model in this article, the theme determines the first condition, that is, the teacher determines the environment first.

The example of the selected environment is the school. At this stage participate actively in learning so that matters relating to learning materials to write poetry can be obtained properly. Students are asked to define or propose themes of poetry related to the environment around the school as a source of learning. Examples of themes related to school environment:

- Teacher
- Headmaster
- School cleanliness
- Seatmate
- Cleaning Service
- Canteen

Group Division and Pre-stimulus Preparation

Each student chooses a theme that is available. Students with the same theme are grouped together. The teacher limits the number of students who can choose the same theme, which is four to five people. After the group is formed, the teacher lists the groups along with the selected theme as in the following table.

Table 1 Example of Specified Groups and Themes

Group Name	Theme
Group 1	Teacher
Group 2	Headmaster
Group 3	School cleanliness

Group 4	Seatmate
Group 5	Cleaning Service
Group 6	Canteen

After the students join each group according to the chosen theme, the teacher prepares the students' activities before interacting with the environment. The teacher explains that students can take advantage of the environment around the school to be able to explore information related to their respective themes. There are three ways to explore information: observing, reading, and interviewing. For example, to obtain information on the subject teachers can observe teachers in the classroom, read books about teachers in the library, or interview teachers. To guide students interacting with the environment, teachers provide worksheets for direct observation, writing reading, and writing interview results. Teachers need to inform students that the more types of resources they use, the more and more information they get.

Interact with the Environment

In the interaction stage with the environment, students make visits to record information as a reference to the development of ideas by reading, seeing, listening and taking notes. Each member has their own roles and tasks. However, fellow members of the group are guided to help each other. Students use worksheets provided by teachers to record information they obtain in the environment. An example of filling the worksheet can be seen in the following figure.

Observation Sheet
Group Name: Group 1 Individu Name: Affandi Topic: Teacher
1. What do you observe to get information on the topic you choose? <u>Observe teachers in the teacher's office, classroom, school field</u>
2. What is the condition of the object (according to topic) based on your observation? <u>Master looks happy in class, but looks tired in the teacher's office</u>
3. What questions arise in your mind when you see the condition? Ask the question when your group is interviewing! <u>Do teachers really enjoy teaching? Has the teacher ever felt sad about his teaching activities?</u>

Reading Results Sheet
Group Name: Group 1 Individu Name: Dewi Topic: Teacher
1. What reading materials did you use to obtain information on the topic you selected? <u>Newspaper contains news about teachers, magazines</u>
2. What is the condition of the object (based on the topic) described in the text? <u>Sad, disrespectful, demanding</u>
3. Do you agree with the reading result? Associate with your group's observations! <u>In my school the condition of the teacher is not the same as the condition of the teacher in the news.</u>

Interview Worksheet

Group Name: Group 1

Name: Fitri

Topic: Teacher

1. Who will you interview to get information on the topic you choose?

Bu Sinta, Bu Santi, Pak Ari

2. Write down the questions you will ask the resource person here!

a. Do you really enjoy teaching?

b. Have you ever felt sad about his teaching activities?

c.

d.

e.

f.

3. What is your conclusion after interviewing with the resource person?

Interview Guide

Group Name: Group 1

Individu Name: Ani

Interviewees:

Question 1: Do you really enjoy teaching?

Answer:

Question 2: Have you ever felt sad about his teaching activities?

Answer:

Question 3:

Answer:

Etc

Discussion

After each student writes his ideas and observations, they go back to the class to continue the group discussion to review the information they get from the environment based on the notes. If any of the group members have difficulty in answering the question in the worksheet, the group members discuss the answer; express opinions; propose answers based on data obtained during interaction with the environment.

Through discussion, students are guided to conclude their perceptions of the topics they choose by making word lists or word maps. Here is an example of a word map with the theme "Teacher".

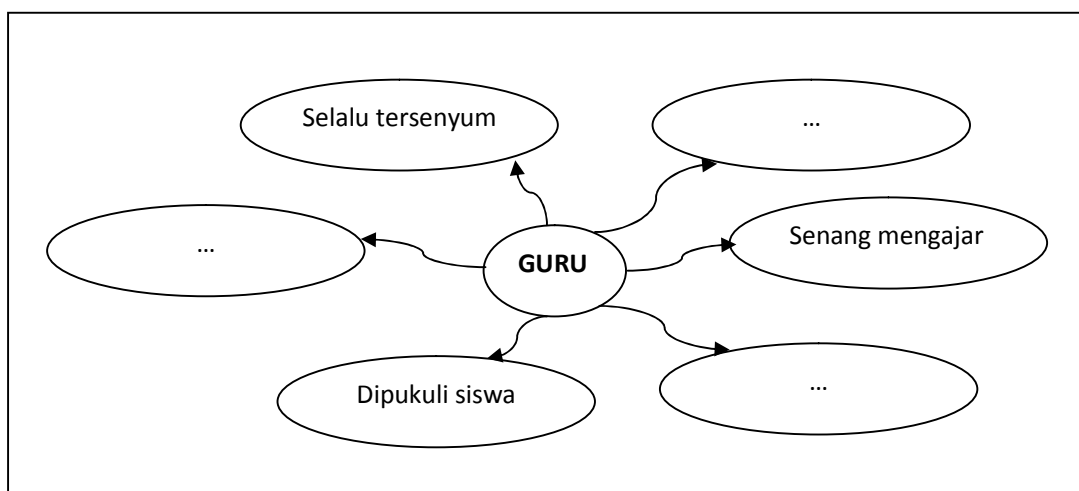


Figure 6 Map of Word

Writing Poems Independently

Map of the word that has been discussed based on the perception of each group member becomes the basis for each group member in writing poetry. At this stage, students no longer work in groups. Students write poems independently with a word map that has been prepared in the previous stage. Teachers guide students in using word maps to be poetical according to the topics students have selected.

CONCLUSIONS

The environmental learning model consists of steps that guide students to interact directly with the surrounding environment. Through such interaction, the teacher guides the students to generate perception so that it can be the idea of writing poetry according to the chosen theme. The steps in this model are dominated by collaborative activities and end by writing poetry independently. This model can be applied by Indonesian subject teachers to familiarize students observing, listening, and reading information from their environment; elicits perception; making it the idea of writing poetry.

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