Substantive feasibility of the implementation of the final product development of ecolinguistic learning model in the perspective of green ecology

R. Kunjana Rahardi[a,1,*]

[*a] Sanata Dharma University, Yogyakarta, Indonesia
[1] kunjana@usd.ac.id
*Correspondent Author

ABSTRACT

Damage to the natural environment caused by exploitation, deforestation and uncontrolled deforestation is also a major concern. The purpose of this research was to describe the feasibility of developing a Naturalistic Ecolinguistic learning model in the perspective of Green Ecology. The research and development steps follow the model proposed by Borg and Gall consisting of the following stages: a) The initial stage involves research and data collection by collecting relevant information to formulate a product design framework. b) The planning stage involves making a product development plan. c) The product draft development stage involves the initial development of the ecolinguistic learning model design. d) The initial field trial phase involved limited field trials to collect data to be used as a basis for product design revisions. e) The main product revision stage. f) The main field trial phase involves a wider trial of the ecolinguistic learning model design product. g) The product improvement stage based on field test results involves product design improvements based on input from field trials. h) The field implementation test phase involves testing the product design. i) The final product improvement stage. j) The dissemination and implementation phase focuses on disseminating the ecolinguistic learning model. The research results showed that most respondents stated the final product development of ecolinguistic learning model met the requirements of the criteria and therefore the product had substantive feasibility and was suitable for use without revisions.

Introduction

The presence of the earth and the universe which are no longer protected, polluted by contaminated layers of the atmosphere and air, and experiencing extreme climate and weather conditions that threaten safety, has become a global concern (Kasa, 2011; Rummukainen, 2012). Damage to the natural environment caused by exploitation, deforestation and

uncontrolled deforestation is also a major concern (Luardini & Simbolon, 2016; Wei, 2018). In the context of education, especially through learning activities, research and publications, the Indonesian Language Education Study Program at the Masters Program, FKIP, Sanata Dharma University has included the Ecolinguistics course in the Study Program Curriculum.

In Ecolinguistics there are two dimensions of Ecolinguistics developed, namely Metaphorical Ecolinguistics and Naturalistic Ecolinguistics. Metaphorical Ecolinguistics is a response to a formalistic linguistic approach that focuses on isolated linguistic analysis (Chen, 2016; Gea & Rahardi, 2021; Mey, 2017). In order to achieve these expectations and in line with the Sanata Dharma University Green Ecology program, it is necessary to develop a more innovative ecolinguistic learning model design, research and publication in an integrated manner.

Furthermore, it should be noted that language develops in its ecological context, and cannot be completely separated from the ecological dimensions that become its environment. Therefore, it is important to recognize that language has a close relationship with ecological dimensions, which at that time were regarded as ecology in a metaphorical sense (Hickey & Roderick, 2022; LeVasseur, 2015; Shin et al., 2021). The ecology of language is metaphorically closely related to social and cultural issues, both in the context of a society which has a social horizontal dimension, and in the context of a society which has a social vertical dimension. Likewise, culture has a relationship with intra-, inter-, and trans-cultural dimensions. Furthermore, it is necessary to emphasize that the ecology of language then underwent a transformation into two ecolinguistic concepts, namely ecolinguistics in the natural sense (natural ecolinguistics) and ecolinguistics in the metaphorical sense (metaphoric ecolinguistics). Ecolinguistics in a naturalistic context is also often referred to as envirolinguistics, while ecolinguistics which are metaphorical are generally called ecolinguistics (Burger, 2022; Herrmann & Hutchinson, 2005; Picket & Dando, 2019).

In conducting this research, the researcher found few writings related to ecolinguistics in the sources of literature and journals in Indonesia. This condition is a concern in the world of language and literature education in Indonesia, especially since ecological issues are currently a global concern. Even so, in the Indonesian Language Education Masters Program, ecolinguistics is rarely included as study material or courses. Eiunar Haugen has revealed that ecolinguistics is actually the result of a natural development of interdisciplinary linguistic fields. In fact, fields such as sociolinguistics, ethnolinguistics, and anthropolinguistics can all be linked to ecolinguistics in a metaphorical form. Language also has a close relationship with human rights, which then gave rise to the term linguistic human rights. The study of human

rights linguistics and forensic linguistics in the context of legal language and laws can also be considered as a field of study of ecolinguistics in a metaphorical form (Dawes, 1999; Leher, 2018). The more complex social, political, economic and legal problems we face in Indonesia, the more important forensic linguistic studies are in ecolinguistics.

Furthermore, regarding language learning, there are five basic concepts inherent in learning practices at various levels of education. These basic concepts, in a hierarchy, include: (1) paradigms, (2) approaches, (3) models, (4) methods, and (5) techniques. These five concepts are closely related to each other. The learning paradigm is at the highest level because it contains a philosophical or philosophical dimension. Within the paradigm is the essence of language learning itself, which is closely related to philosophy (Danylych, 2017; Jaszczolt, 2018; Kivunja & Kuyini, 2017). The school of mentalistic philosophy has a significant effect on formalistic language learning. Structuralism in linguistics, which was developed by Ferdinand de Saussure from France, and transformative linguistics which gave birth to generative transformation linguistics, cannot be separated from mentalistic philosophy.

In the context of linguistic functionalism, the school of phenomenological philosophy also has a strong influence. Therefore, the language learning paradigm cannot be separated from the school of language philosophy adopted. One of the philosophies of language developed by Chomsky is known as mentalistic philosophy, which was later adopted by his followers in the development of generative transformation linguistics (Kurnianta & Maharani, 2020). Furthermore, in the language learning hierarchy, the aspect that is under the learning paradigm is approach. Paradigm is understood as a philosophical dimension involving the nature of language learning itself, while approach refers to a set of assumptions that form the basis of learning. Therefore, the approach cannot be separated from the paradigm as a philosophical construction. In language learning, assumptions related to the nature of language and the nature of language learning are relevant in this approach.

Furthermore, under the concept of a language learning approach that includes language assumptions and language learning, there is the concept of a language learning model. The language learning model consists of a series of systematically arranged learning steps. Syntactic clarity in the learning model is an important criterion. The steps of language learning in this model cannot be separated from the language learning paradigm and language learning approaches that have been determined previously. In the context of language learning, there is an assumption that language learning is a concrete means of building collaboration between individuals as users and owners of language. In the actual learning process, language learners are guided to work together and collaborate with others so they can realize that language was

actually created as a tool to encourage this collaboration (Knewstubb, 2016; Muller et al., 2008; Wells, 1994).

In the language learning hierarchy, the level under the approach is the learning model. There are various kinds of language learning models, such as cooperative learning models, inquiry learning models, problem-based learning models, and various other learning models. According to Clare R. Kilbane and Natalie B. Millman there are 9 learning models that can be used in 21st century learning. The nine learning models are: (1) Concept Understanding Model, (2) Concept Development Model, (3) Inductive Model, (4) Vocabulary Acquisition Model, (5) Inquiry Model, (6) Problem-Based Model, (7) Model Cooperative Learning, (8) Integrative Model, and (9) Socratic Seminar Model (Elliott, 2015; Gibbon, 2009; Stephenson, 2008).

After the learning model, the next stage in the hierarchy is the learning method. The learning method has a procedural nature. Even though it is procedural as a result of the syntax that has been formulated in the learning model, the learning method is also inseparable from the assumptions about language and language learning expressed in the learning approach. Thus, the learning method is concrete steps that are carried out operationally and occur in real terms in the context of learning. The most practical level in learning is learning techniques. Because it is at the lowest level, learning techniques are formulated by considering the steps of the learning method, and these techniques are always adapted to the needs of the learning subject (Bicciato, 2022; Huang, 2022).

The purpose of this research is to outline the potential for developing a Naturalistic Ecolinguistic learning model from the perspective of Green Ecology. This research holds significance as an initial study focusing on the fundamental elements required for creating learning products for ecolinguistic courses, both metaphorical and naturalistic, in the Indonesian language and literature education master's program. The existence of ecolinguistic books resulting from developments based on green ecology, which are of concern to universities, is vital in addressing the concerning reality of environmental deterioration. Students are also encouraged to raise awareness of the importance of embracing ecological transformation to ensure the better preservation and maintenance of the universe in the future.

Method

This study employs a mixed-methods approach, combining quantitative and qualitative research techniques. It follows a comprehensive research and development model consisting of ten sequential phases. Data Compilation and Research Review: In the initial stage, pertinent

information, data, and literature are gathered to form a thorough understanding of the research topic. Strategic Planning: During this phase, researchers construct a detailed research plan, outlining their goals, research inquiries, and the methodology for data collection and analysis. Prototype Development: Researchers create an initial model or draft of the product or solution they intend to develop as a core element of their research. Preliminary Field Testing: The initial product draft undergoes real-world testing to identify any initial issues or areas that require refinement. Iterative Improvement Based on Testing: Following preliminary field testing, researchers make adjustments and enhancements to the product draft based on feedback and data collected. Extensive Field Testing: The refined product is subjected to more extensive testing in a real-world context to evaluate its performance and effectiveness. Continuous Product Refinement from Field Tests: Similar to the fourth stage, this phase involves further refinements to the product based on feedback and data from the field tests. Operational Field Testing: The refined product is tested in a practical setting to assess its functionality and suitability for its intended purpose. Final Product Revision: After operational field testing, any remaining issues or improvements are addressed, and the product is finalized. Dissemination and Implementation: In the concluding step, research findings and the developed product are shared with the relevant audience, and steps are taken to put the product or solution into practical use to address the research problem.

This research and development model, as articulated by Borg and Gall, represents a systematic approach for the creation and implementation of solutions to real-world problems (Gall et al., 1996; Gall et al., 2006). It seamlessly integrates both qualitative and quantitative methods at different stages to ensure the final product or solution is effective and aligned with the research objectives. This research carries out part of the research steps presented above, specifically to describe the substantive feasibility of the implementation of the final product development of ecolinguistic learning model in the perspective of green ecology.

Results and Discussion

This research has produced an overview of user perceptions of the end product of the development of the ecolinguistic learning model both concerning substantive aspects of the semester learning plan, substantive aspects of the lecture learning plan, and substantive aspects of the final product of the ecolinguistic learning model. In detail, an overview of users' perceptions of each aspect of the substance is presented below.

1. RPS is arranged according to the final learning achievement that has been set.

In the learning process, the RPS (Learning Implementation Plan) is used as a guide for planning materials and activities to be carried out by students. RPS has an important role in

learning because it is a design that regulates learning activities in class. RPS needs to be prepared by taking into account the final learning outcomes that have been determined, so that they can be effective and useful.
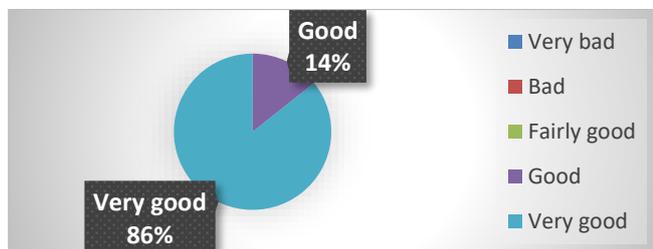

Fig 1. Final Learning Achievement Concordance

The data diagram Fig 1, that 86% of respondents stated that they strongly agreed and 14% of respondents agreed with this statement. Therefore, it can be concluded that the seven validators agree that this lesson plan is in accordance with the final learning outcomes, with a focus on developing ecolinguistic critical studies, both in metaphorical and naturalistic forms.

2. The contents of the RPS reflect the learning achievement targets that have been set.
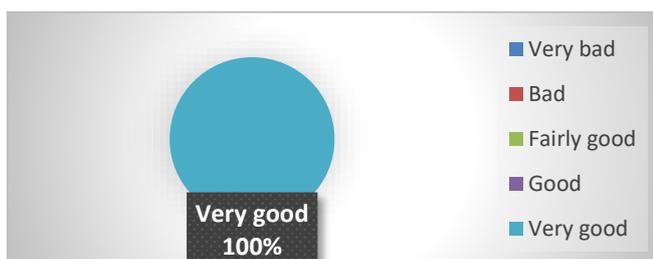
Fig 2. Learning Achievement Reflections

In the learning process, the Semester Learning Plan (RPS) is used as a guide for planning various materials and activities to be carried out by students. RPS is an important component in learning because it functions as a design for learning activities in the classroom. In preparing the contents of the lesson plan, it is important to ensure that it reflects the set learning achievement targets. It is intended that the RPS is in accordance with the objectives to be achieved and can be used effectively. The data diagram Fig 2 shows that 100% of respondents stated that they strongly agreed with this statement. Therefore, it can be concluded that the seven validators agree that the contents of the lesson plans, including materials, learning processes, and indicators of learning outcomes, have been well prepared and reflect learning achievement targets that are in accordance with the final results, including the development of critical studies with a good ecolinguistic approach. metaphorical or naturalistic.

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3. The implementation of learning activities is based on Ignatian's reflective approach which includes context, experience, reflection, action, and evaluation components.
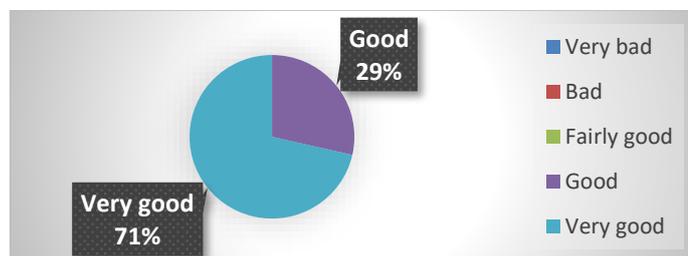

Fig 3. Ignatian Reflective Approach

In the learning process, the Semester Learning Plan (RPS) is used as a guide for planning various student materials and activities. RPS is an important element in learning because it functions as a design for learning activities in the classroom. One of the important parts in RPS is the implementation of learning activities which are arranged based on a reflective approach. It is intended that the material being studied has a meaningful value and can change students' conceptual perspectives. The data Fig 3 shows that 71% of respondents stated that they strongly agreed with this statement, while 29% of respondents agreed. Thus, it can be concluded that the seven validators agree that the implementation of learning activities is based on a reflective approach involving context, experience, reflection, action, and evaluation, in accordance with the results of procedures that allow students to become the center of an active learning process in finding themselves and explore knowledge.

4. RPS contains the name of the university, faculty, study program, code and name of the course, name of the supporting lecturer, number of credits, and semester.
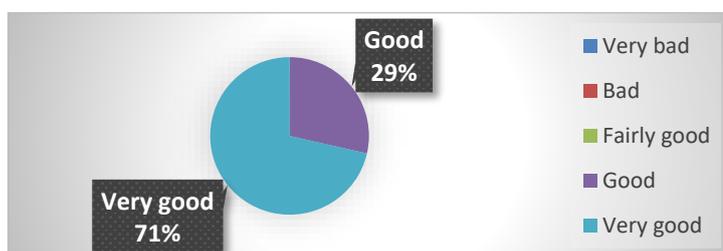

Fig 4. Identity completions

The Semester Learning Plan (RPS) has important components that can ensure the achievement of graduate competency standards. The components in the preparation of the RPS are designed to encourage students to be involved in the learning process actively and independently. The results of the diagram above show that 71% of respondents strongly agree with this statement, while 29% of respondents agree. Therefore, it can be concluded that the

seven validators agreed that the components of the RPS included information such as the name of the university, study program, code and name of the course, name of the supporting lecturer, number of credits, and semester. This makes it easier for students to agree on a learning contract and understand the information provided.
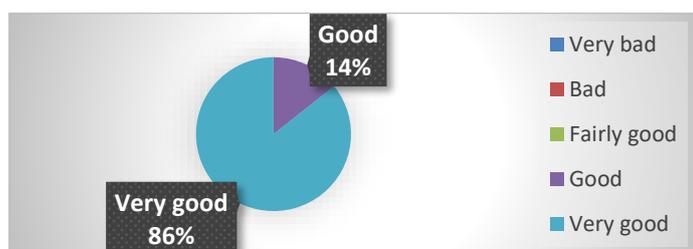
5. RPS contains complete learning outcomes indicators.

Fig 5. Learning Outcome Indicators

Semester Learning Plan (RPS) is an important element in the learning process to achieve graduate competency standards. The preparation of lesson plans is carried out by taking into account the components that can encourage active and independent participation of students in learning. In RPS, it is important to arrange it according to the final learning achievement indicators that have been determined. This is intended so that RPS can be right on target and useful. The results of the diagram Fig 5 show that 86% of respondents stated that they strongly agreed with this statement, while 14% of respondents agreed. Thus, it can be concluded that the seven validators agreed that this lesson plan already contains indicators of final learning outcomes, making it easier for students to agree on a joint study contract.

6. RPS contains materials/materials related to the final abilities/competencies to be achieved.
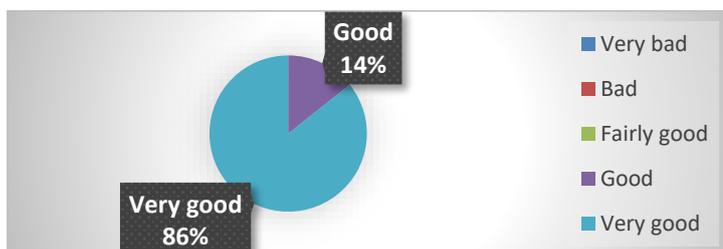

Fig 6. Final Competencies to Achieve

In preparing the RPS, it is important to include the material that will be taught to students. The material needs to be adjusted to the final ability that is expected to be achieved by students. This is intended so that the material delivered by the lecturer can be effective in achieving the set final ability target. Based on the results of the Fig 6, 86% of respondents stated

that they strongly agreed with this statement, while 14% of respondents agreed. Therefore, it can be concluded that the seven validators agree that this RPS contains materials that are in accordance with the final abilities to be achieved. This allows lecturers to have clear guidelines regarding the expected final ability of students.

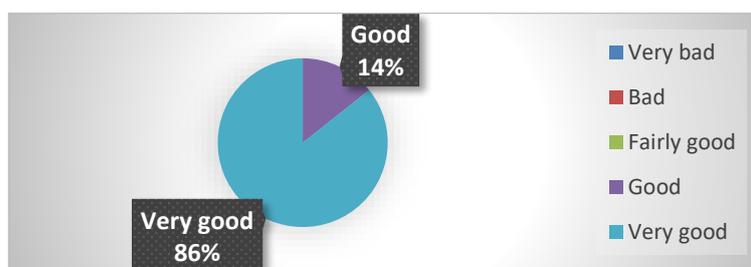7. RPS contains material on naturalist ecolinguistics and metaphorical ecolinguistics.

Fig 7. Naturalistics and Metaphorical Ecolinguistics Content

In the preparation of RPS, there are materials and learning processes that will be taught to students. The goal is that the material presented has a useful value and is in accordance with the final learning outcomes set. This lesson plan includes material on ecolinguistics, which studies the role of linguistics in an ecological and environmental context. Along with technological developments, ecolinguistic studies have developed.

There are two approaches to ecolinguistics, namely naturalistic ecolinguistics which focuses on the relationship between language and the natural environment, and metaphorical ecolinguistics which focuses on the relationship between language and social life. Based on the Fig 7, it can be seen that 86% of respondents strongly agree and 14% of respondents agree with this statement. Therefore, it can be concluded that the seven validators agree that this lesson plan includes material on naturalistic ecolinguistics and metaphorical ecolinguistics. materials on naturalist ecolinguistics and metaphorical ecolinguistics.

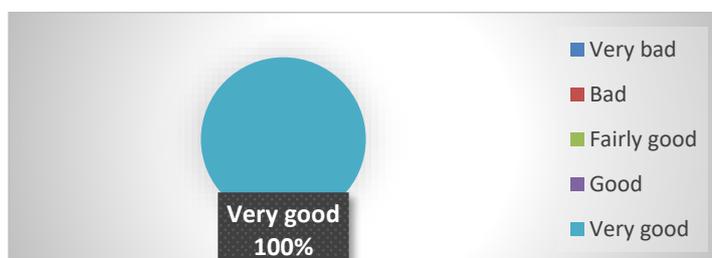8. RPS contains ecolinguistic material in the perspective of green ecology.

Fig 8. Ecolinguistic Material in The Perspective of Green Ecology

This lesson plan includes material on ecolinguistics which studies the role of language in ecological and environmental contexts. Ecolinguistic studies combine their studies based on

the natural environment related to the language itself. The green ecology perspective has a close relationship with ecolinguistics, because it is an effort to deal with ecological problems that require attention from various parties, including educational institutions. In ecolinguistic learning, it is important to integrate a green ecology perspective as a basis for conducting critical studies of ecological problems in various areas faced by students. Based on the diagram above, it can be seen that 100% of respondents strongly agree with this statement. Thus, it can be concluded that the seven validators agreed that the material contained in the lesson plans included ecolinguistics with a green ecology perspective.

9. RPS contains naturalistic eco-linguistic material based on medicinal herbs with an iconic dimension.
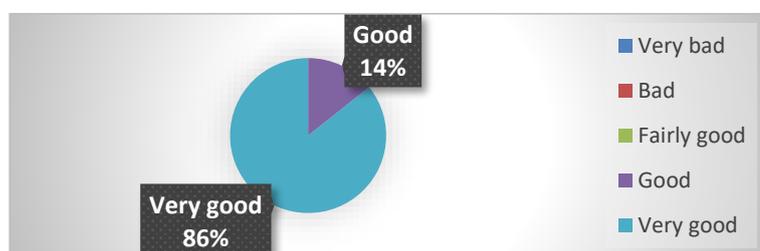
Fig 9. Naturalistic Ecolinguistic Material Based on Medicinal Herbs

Ecolinguistic studies link their research to the natural environment that surrounds language. Naturalistic ecolinguistics is a branch of linguistics that works in synergy with the natural environment. One of the relevant areas of naturalistic ecolinguistics is the meaning of herbal plants that are scattered around us. Naturalistic ecolinguistic studies focus on the relationship between language and its ecology. From the Fig 9, it can be seen that 86% of respondents stated that they strongly agreed and 14% of respondents agreed with this statement. This indicates that the seven validators agree that the RPS contains naturalistic eco-linguistic material centered on medicinal herbs as a trichotomous concept of icons, signs, and symbols.

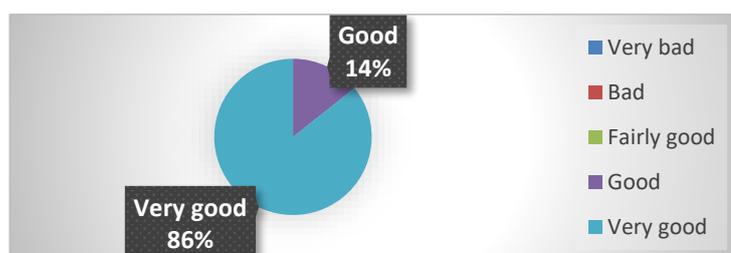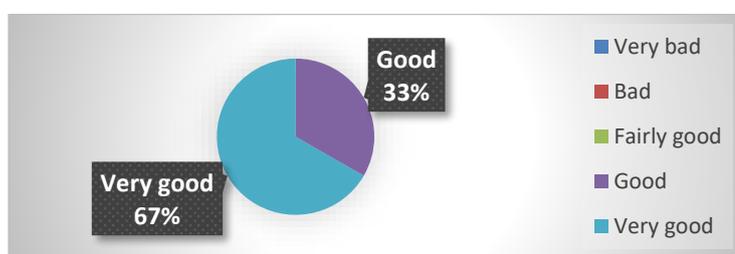10. RPS contains naturalistic ecolinguistic material based on cultivated plants with iconic dimensions.

Fig 10. Naturalistic Ecolinguistic Material Based on Cultivated Plants

Ecolinguistic studies links its research to the natural environment that surrounds language. Naturalistic ecolinguistics is the science of language that works in synergy with the natural environment. The interpretation of the various types of cultivated plants around us is also a relevant field of naturalistic ecolinguistics. The main focus in the study of naturalistic ecolinguistics is the relationship between language and ecology. Based on the Fig 10, it can be seen that 86% of respondents stated that they strongly agreed and 14% of respondents agreed with this statement. Thus, the ten validators agreed that this lesson plan includes naturalistic ecolinguistic material that focuses on cultivated plants with an iconic dimension in the trichotomous concept (icons, signs, and symbols).

11. RPS contains naturalistic ecolinguistic material based on cultivated plants with associative dimensions.

Fig 11. Naturalistic Ecolinguistic Material with Associative Dimensions

Ecolinguistic studies involve analysis related to the natural environment that surrounds the language. Naturalistic ecolinguistics is one of the sub-disciplines in linguistics that collaborates harmoniously with the natural environment. Research in the field of naturalistic ecolinguistics also includes an understanding of the various types of cultivated plants around us. The main focus of naturalistic ecolinguistic studies is the relationship that exists between language and ecology. Based on the diagram Fig 11., it can be seen that 67% of respondents stated that they strongly agreed and 33% of respondents agreed with this statement. Thus, it can be concluded that the seven validators agree that this lesson plan includes naturalistic eco-linguistic material that emphasizes cultivated plants and has an associative dimension of meaning.

12. RPS contains naturalistic ecolinguistic materials based on cultivated plants with dimensions of specific cultural meaning.

Ecolinguistic studies involve analysis related to the natural environment that surrounds the language. Naturalistic ecolinguistics is a linguistic discipline that works in synergy with the natural environment. Understanding of the various types of cultivated plants around us is also a field of research in this naturalistic ecolinguistics. The main focus of naturalistic ecolinguistic studies is the relationship between language and ecology.
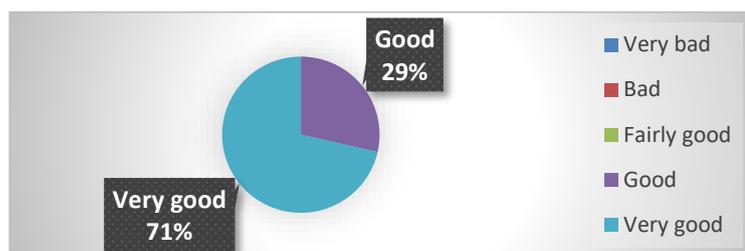
Fig 12. Naturalistic Ecolinguistic Material with Associative Dimensions of Specific Cultural Meaning

Based on the Fig 12, it can be seen that 67% of respondents stated that they strongly agreed and 29% of respondents agreed with this statement. Therefore, the validators agree that this RPS contains naturalistic ecolinguistic material with an emphasis on cultivated plants that have specific cultural dimensions of meaning. The meaning of specific culture emphasizes the concept of understanding the environment based on the local culture of the community.

13. RPS contains metaphorical ecolinguistic material based on tribal belief rituals.
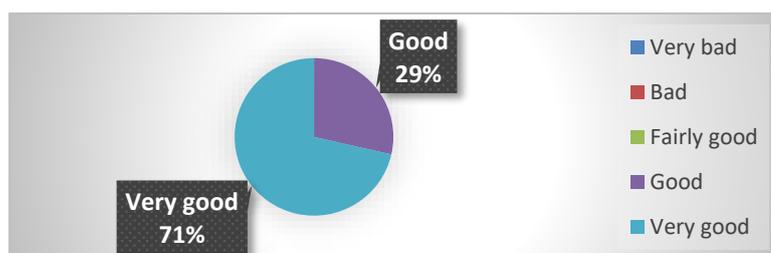
Fig 13. Metaphorical Ecolinguistic Material Based on Tribal Belief Rituals

Ecolinguistic studies connects its studies with a foundation in the natural environment that surrounds the language. Metaphorical ecolinguistics is a branch of linguistics that works in synergy with the social life of society. This creates a phenomenon in language known as metaphorical ecolinguistics, which can be observed through the social dimension in society through words, character descriptions, and grammatical structures as well as local languages. Based on the diagram Fig 13, it can be seen that 71% of respondents stated that they strongly agreed and 29% of respondents agreed with this statement. Thus, the seven validators agreed that the RPS contained metaphorical ecolinguistic material based on tribal rituals and beliefs.

14. RPS contains metaphorical ecolinguistic material based on tribal art festivals.

Ecolinguistic studies connect their research with the natural environment that surrounds the language. Metaphorical ecolinguistics is a branch of linguistics that works in synergy with the social life of society. This phenomenon produces an aspect of language known as metaphorical ecolinguistics, which can be observed through the social dimension in the

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community environment through words, descriptions of characteristics, and the use of grammar and local languages.
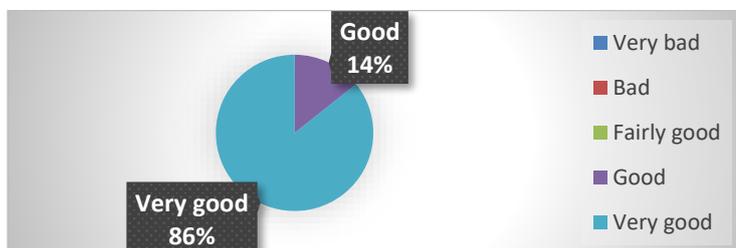

Fig 14. Metaphorical Ecolinguistic Material Based on Tribal Art Festivals

Based on the diagram Fig 14, it can be seen that 86% of respondents stated that they strongly agreed and 14% of respondents agreed with this statement. Therefore, the seven validators agreed that this lesson plan includes metaphorical ecolinguistic material based on ethnic group cultural arts festivals.

15. RPS contains the methods and approaches used in learning.
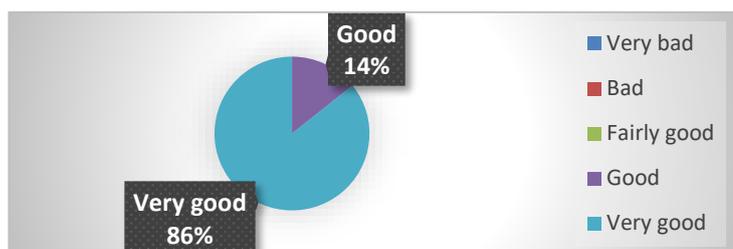
Fig 15. The Methods and Approaches Used in Learning

Implementation of the learning process requires RPS as a guide in planning various student materials and activities. RPS is one of the important elements in learning because it is a design for learning activities in class. In RPS, it is necessary to contain the models and approaches used in learning. The results of the diagram Fig 15 show that as many as 86% of respondents stated that they strongly agreed and as many as 14% of respondents agreed with this statement. Thus, it can be concluded that the seven validators agree that this lesson plan contains the methods and approaches used in eco-linguistic learning based on green ecology.

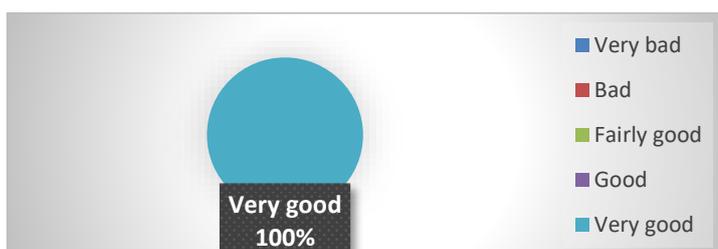16. RPS contains the time allocation set in learning.

Fig 16. Time Allocation Set in Learning

RPS is an important element in learning. RPS is a design for activities in class. Learning activities need an allocation of learning time. Time allocation is the length of learning activities carried out in the classroom which are limited by the conditions of time allocation. Time allocation is usually done by comparing the implementation of several different programs in the same amount of time. Based on the diagram Fig 16, 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the three validators agree that the lesson plans prepared include the allocation of learning time.

17. RPS contains student learning experiences which are embodied in student assignment descriptions in Lecture Task Designs (RTP).
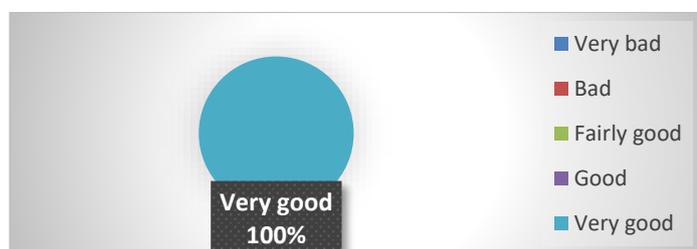
Fig 17. Student Learning Experiences Embodied in the Assignment Descriptions

RPS is an important element in learning. RPS is a design for activities in class. In the RPS there is a student learning experience which is manifested in the description of student assignments. So that it can build students' conceptual understanding of a material by designing RTP. Based on the diagram Fig 17, 100% of respondents stated that they strongly agreed. Thus, it can be concluded that the seven validators agree that this RPS contains student learning experiences which are embodied in student assignment descriptions in Lecture Assignments (RTP).

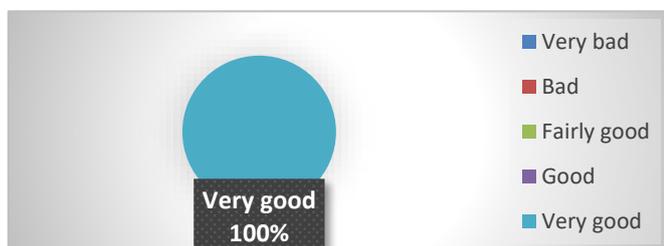18. RPS contains an assessment rubric to measure students' knowledge, skills, and attitudes.

Fig 18. Assessment Rubric to Measure Students' Knowledge, Skills, and Attitudes

In carrying out the learning process, RPS is needed as a guide in planning various materials and student activities. RPS is one of the important elements in learning because it is a design for learning activities in class. An RPS must contain an assessment rubric in order to

measure students' knowledge, skills, and attitudes. Based on the diagram Fig 18, 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that this RPS contains an assessment rubric so that lecturers can identify, collect and prepare data to evaluate student achievement results based on indicators of student achievement final abilities.

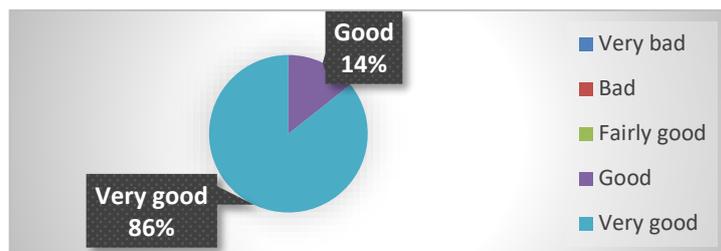19. RPP is arranged according to the final learning achievement that has been set in RPS

Fig 19. The Final Learning Achievement Set in the RPS

In preparing the RPP, it must have important components that can achieve graduate competency standards. This RPP preparation component can accommodate students to be involved in learning actively and independently. RPP needs to be prepared in accordance with the final learning outcomes that have been determined so that the RPP is right on target and effective. The results of the diagram Fig 19, show that as many as 86% of respondents stated that they strongly agreed and 14% of respondents agreed with this statement. Thus, it can be concluded that the seven validators agree that this lesson plan already contains the final learning outcomes. Making it easier for students to agree on the learning contract together.

20. Implementation of learning activities in lesson plans based on the Ignatian (reflective) pedagogical paradigm approach
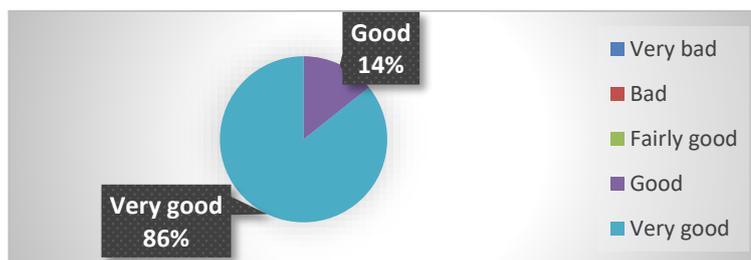

Fig 20. Lesson Plans Based on Ignatian (Reflective) Pedagogical Paradigm Approach

RPP is one of the important elements in learning because it contains a design for activities in the classroom. In the RPP, it is also necessary to explain the learning steps. Based on the diagram Fig 20, 86% of respondents stated that they strongly agreed and as many as 14% of respondents agreed with this statement. Thus, it can be concluded that the seven validators agree that the lesson plan steps use the Ignatian (reflective) pedagogical paradigm

approach. Ignatian's pedagogy includes five stages, namely context, learning experience, reflection, action, and evaluation.

21. The RPP contains the name of the university, study program, code and name of the course, name of the supporting lecturer, number of credits, and semester.
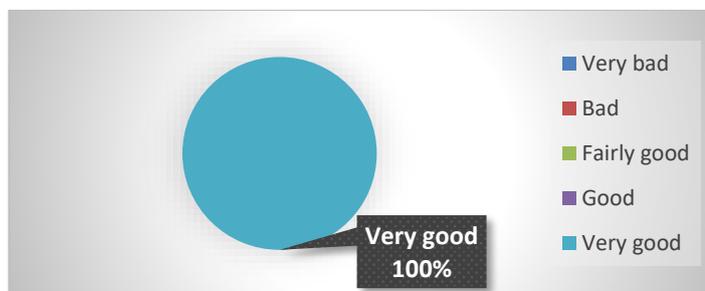

Fig 21. Complete Identities of the Lesson Plans

RPP in it has important components that can achieve graduate competency standards. This RPP preparation component can accommodate students to be involved in learning actively and independently. The results of the diagram Fig 21 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that this lesson plan component already contains the name of the university, study program, code and name of the course, name of the supporting lecturer, number of credits, and semester. Making it easier for students to agree on the learning contract together.

22. The RPP contains learning objectives formulated by the formula A (Audience), B (Behavior), C (Condition), and D (Degree).
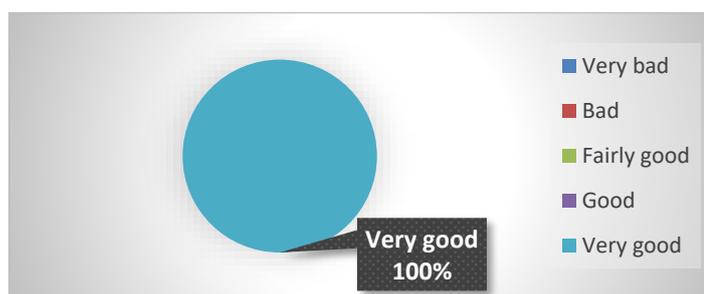

Fig 22. Complete Learning Objectives Formulae

RPP is one of the important elements in learning because the RPP is a design for activities in class. In the RPP, it is necessary to write related to the learning objectives. Within these objectives, there are four aspects that need attention and are commonly referred to as the

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ABCD formula. The results of the diagram Fig 22 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the RPP contains learning objectives based on the formulas A (Audience), B (Behavior), C (Condition), and D (Degree). Aspects (Audience) are aspects related to learning objectives. In this RPP, the learning objectives are students who take pragmatics courses. Aspect B (Behavior) is an aspect that includes the expected achievements after taking this course. Aspect C (Condition) is an aspect that includes the learning methods used in lectures. Aspect D (Degree) is the level of success that must be achieved by students.

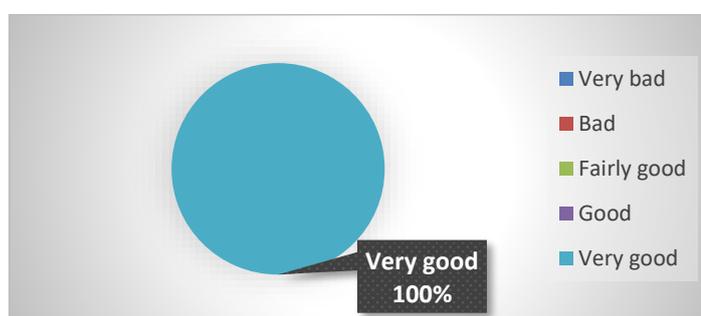23. RPP contains a complete approach, models, and learning methods.

Fig 23. Complete Complete Approach, Models, And Learning Methods

RPP is one important element in learning. RPP is a design for activities in class. One of the points that need to be in the lesson plan is the approach, model, and learning method. Based on the results of the diagram Fig 23, 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agreed that the prepared lesson plans contained approaches, models, and methods. The learning approach is the action of the teacher/lecturer in conducting learning. The learning model is a form of learning that is described from the beginning to the end of the lesson and is compiled by the teacher/lecturer. The learning method is a way or process of delivering material that is arranged in a systematic and measurable manner in teaching and learning activities.

24. The RPP contains learning materials/materials related to 1) the basic concepts of ecolinguistics; 2) naturalistic ecolinguistics regarding medicinal herbs with an iconic dimension; 3) naturalistic ecolinguistics regarding cultivated plants with iconic dimensions; 4) naturalistic ecolinguistics regarding cultivated plants with associative dimensions; 5) naturalistic ecolinguistics regarding cultivated plants with specific cultural meaning dimensions; 6) metaphorical ecolinguistics regarding local wisdom based on tribal belief rituals; and 7) metaphorical ecolinguistics regarding local wisdom based on tribal art festivals.
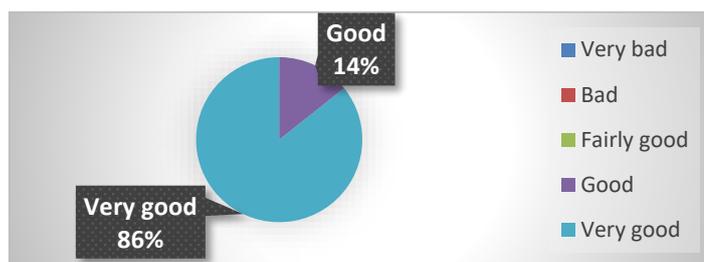
Fig 24. Complete Learning Materials/Materials

RPP is one of the important elements in learning because the RPP is a design for activities in class. In addition to containing objectives, lesson plans also contain materials or materials that will be taught in lectures. Based on the results of the diagram Fig 24, as many as 86% of respondents stated that they strongly agreed and as many as 14% of respondents agreed with this statement. In the lesson plans for ecolinguistics, there are seven learning materials consisting of 1) basic ecolinguistic concepts; 2) naturalistic ecolinguistics regarding medicinal herbs with an iconic dimension; 3) naturalistic ecolinguistics regarding cultivated plants with iconic dimensions; 4) naturalistic ecolinguistics regarding cultivated plants with associative dimensions; 5) naturalistic ecolinguistics regarding cultivated plants with specific cultural meaning dimensions; 6) metaphorical ecolinguistics regarding local wisdom based on tribal belief rituals; and 7) metaphorical ecolinguistics regarding local wisdom based on tribal art festivals. In each ecolinguistic material, students are asked to make a mini-draft of research on the theme of the learning material.

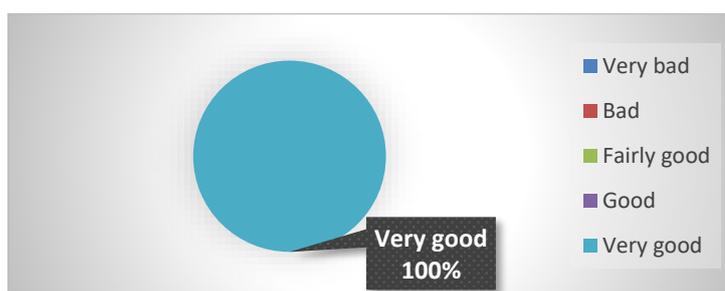25. The RPP Contain the Time allocation of the Learning Activities

Fig 25. Time Allocation of the Learning Activities

RPP is one important element in learning. RPP is a design for activities in class. Learning activities need an allocation of learning time. Time allocation is the length of learning activities carried out in the classroom which are limited by the conditions of time allocation. Time allocation is usually done by comparing the implementation of several different programs in

the same amount of time. Based on the diagram Fig 25, 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the three validators agree that the prepared lesson plan includes the allocation of learning time.

26. The learning steps (syntax) in lesson plans that use the Ignatian (reflective) pedagogical paradigm approach are clearly formulated.
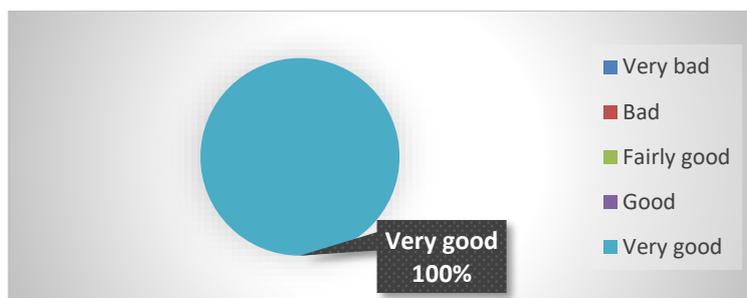

Fig 26. The Learning Steps Use the Ignatian (Reflective) Pedagogical Paradigm Approach

RPP is one of the important elements in learning because the RPP is a design for activities in class. In the RPP, it is also necessary to explain the learning steps. Based on the diagram Fig 26, 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the lesson plan steps use the Ignatian (reflective) pedagogical paradigm approach. Ignatian's pedagogy includes five stages, namely context, learning experience, reflection, action, and evaluation.

27. The material in the lesson plan contains naturalistic and metaphorical ecolinguistic substances that help students understand ecolinguistic concepts.
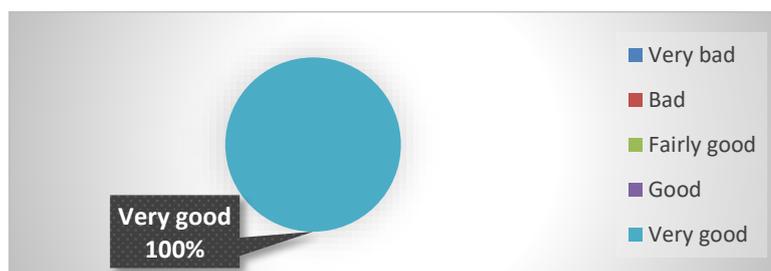

Fig 27. The Naturalistic and Metaphorical Ecolinguistic Substances

In the RPP arrangement, it must contain the material and learning process that will be taught to students. So that later the material taught to students is efficient and right on target in accordance with the final learning outcomes. This RPP contains material on ecolinguistics which studies the role of linguistics in ecological and environmental problems. Ecolinguistic studies have now developed due to technological developments. Naturalistic ecolinguistics is

the science of language that synergizes with the natural environment. Metaphorical ecolinguistics is the science of language that synergizes with the social life of society. Based on the diagram Fig 27, it can be seen that 86% of respondents strongly agree and as many as 14% of respondents agree with this statement. Thus, the seven validators agreed that this lesson plan contains material on naturalist ecolinguistics and metaphorical ecolinguistics which help students understand the concept of ecolinguistics in higher education.

28. The material in the RPP contains naturalistic ecolinguistic substances regarding herbal medicinal plants with an iconic dimension
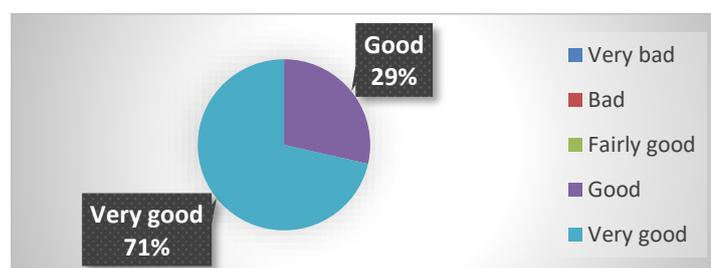
Fig 28. Naturalistic Ecolinguistic Substances Regarding Herbal Medicinal Plants with Iconic Dimension

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Naturalistic ecolinguistics is the science of language that synergizes with the natural environment. The meaning of all kinds of herbal plants that are around us is also the domain of this naturalistic ecolinguistics field. The focus of naturalistic ecolinguistic st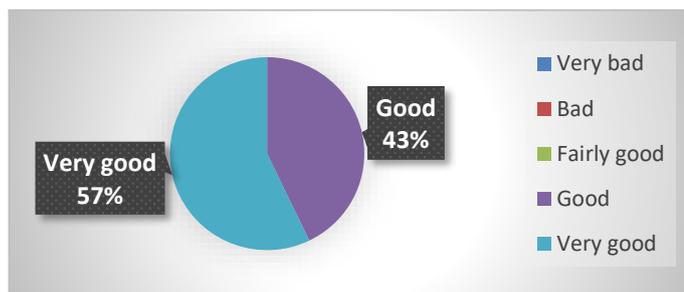udies is the interrelation of language and its ecology. Based on the diagram Fig 28, it can be seen that as many as 71% of respondents stated that they strongly agreed and as many as 29% of respondents agreed with this statement. Thus, the seven validators agreed that the RPS contained naturalistic ecolinguistic materials based on medicinal herbs with an iconic dimension in the concept of trichotomy (icons, signs, and symbols).

29. The material in the RPP contains naturalistic ecolinguistic substances regarding cultivated plants with iconic dimensions.

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Naturalistic ecolinguistics is the science of language that synergizes with the natural environment. The meaning of all kinds of herbal plants that are around us is also the domain of this naturalistic ecolinguistics field. The focus of naturalistic ecolinguistic studies is the interrelation of language and its ecology.

Fig 29. Naturalistic Ecolinguistic Substances Regarding Cultivated Plants with Iconic Dimensions

Based on the diagram Fig 29, it can be seen that as many as 57% of respondents stated that they strongly agreed and as many as 43% of respondents agreed with this statement. Thus, the seven validators agreed that the RPS contained naturalistic ecolinguistic material based on cultivated plants with an iconic dimension in the concept of trichotomy (icons, signs, and symbols).

30.   The material in the RPP reflects the substance of naturalistic ecolinguistics regarding cultivated plants with associative dimensions.

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Naturalistic ecolinguistics is the science of language that synergizes with the natural environment. The meaning of all kinds of cultivated plants around us is also the domain of this naturalistic ecolinguistics field. The focus of naturalistic ecolinguistic studies is the interrelation of language and its ecology.
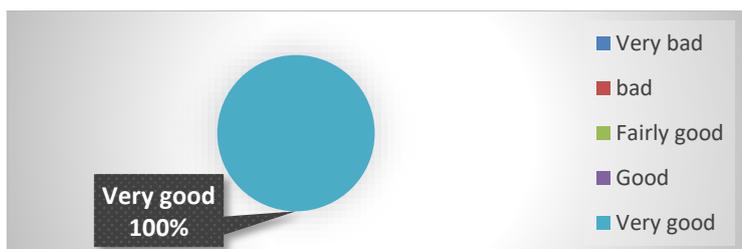

Fig 30. The Substance of Naturalistic Ecolinguistics Regarding Cultivated Plants with Associative Dimensions

Based on the diagram Fig 30, it can be seen that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, the seven validators agreed that the RPP contained naturalistic eco-linguistic material based on cultivated plants with associative dimensions of meaning. Associative meaning is a symbol used by the language community to express another concept.

31. The material in the RPP reflects the substance of naturalistic ecolinguistics regarding cultivated plants with specific cultural meaning dimensions.
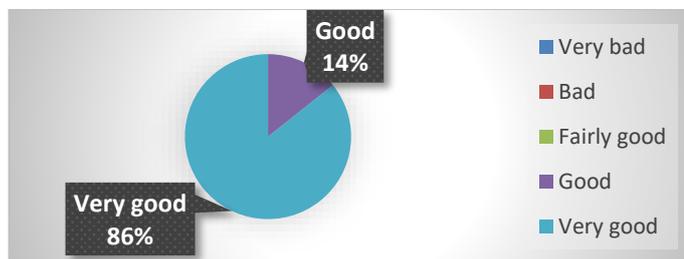

Fig 31. The Substance of Naturalistic Ecolinguistics Regarding Cultivated Plants with Specific Cultural Meaning Dimensions

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Naturalistic ecolinguistics is the science of language that synergizes with the natural environment. The meaning of all kinds of cultivated plants around us is also the domain of this naturalistic ecolinguistics field. The focus of naturalistic ecolinguistic studies is the interrelation of language and its ecology. Based on the diagram Fig 31, it can be seen that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, the seven validators agreed that the RPP contains naturalistic ecolinguistic material based on cultivated plants with specific cultural meaning dimensions. The meaning of specific culture has a concept of environmental meaning based on the local culture of the community.

32. The material in the RPP reflects the substance of metaphorical ecolinguistics regarding local wisdom based on tribal belief rituals.
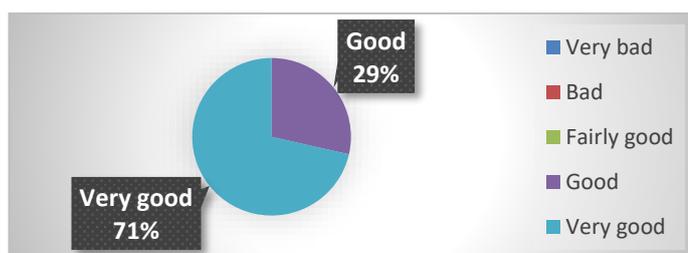

Fig 32. Reflects the Substance of Metaphorical Ecolinguistics Regarding Local Wisdom Based on Tribal Belief Rituals

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Metaphorical ecolinguistics is the science of language that synergizes with the social life of society. This gives rise to a linguistic phenomenon, namely metaphorical ecolinguistics which can be seen from the social dimension in a society's environment through words, descriptions of characteristics, and descriptions of grammar and local languages. Based on the diagram Fig 32, it can be seen that as many as 71% of respondents stated that they

strongly agreed and as many as 29% of respondents agreed with this statement. Thus, the seven validators agreed that the RPP contains metaphorical ecolinguistic material based on tribal belief rituals.

33. The material in the RPP reflects the metaphorical ecolinguistic substance regarding local wisdom based on tribal art festivals.
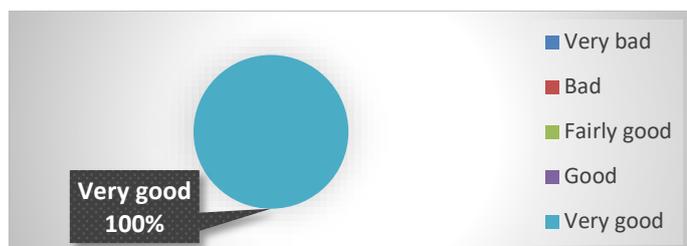

Fig 33. The Metaphorical Ecolinguistic Substance Regarding Local Wisdom Based on Tribal Art Festivals

Ecolinguistic studies link their studies with basing them on the natural environment that surrounds the language. Metaphorical ecolinguistics is the science of language that synergizes with the social life of society. This gives rise to a linguistic phenomenon, namely metaphorical ecolinguistics which can be seen from the social dimension in a society's environment through words, descriptions of characteristics, and descriptions of grammar and local languages. Based on the diagram Fig 33, it can be seen that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, the seven validators agreed that the RPS contained metaphorical ecolinguistic material based on tribal art festivals.

34. The RPP as a whole guides students to become reliable ecolinguistic research candidates.
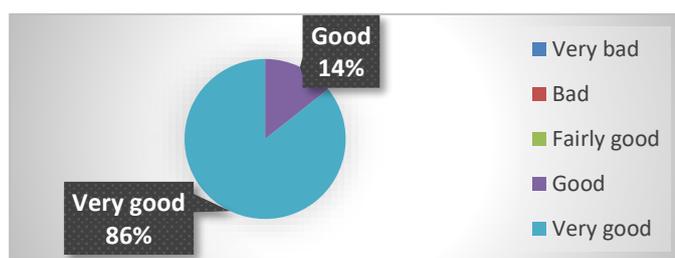

Fig 34. Guidance to Reliable Ecolinguistic Research Candidates

RPP is one of the important elements in learning because the RPP is a design for activities in class. Based on the results of the diagram Fig 34, as many as 86% of respondents stated that they strongly agreed and as many as 14% of respondents agreed with this statement. Thus it can be concluded that lesson plans guide students to become researchers by exploring. In the lesson plans for ecolinguistics, students are asked to explore theories regarding language

interrelation in relation to naturalistic and metaphorical ecology to sharpen answers and develop student mini-research.

35. The suitability of the contents of the model is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.
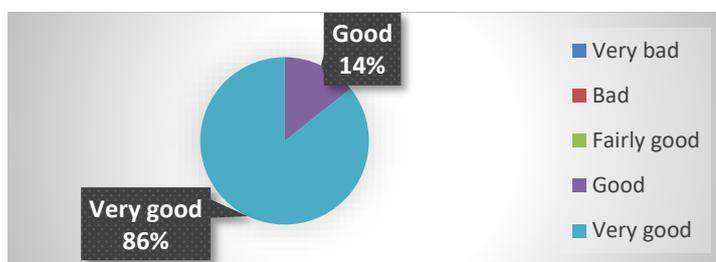

Fig 35. The Competencies to Be Achieved in Ecolinguistic Learning in a Green Ecology Perspective

The results of the diagram Fig 35 show that as many as 14% of respondents agreed and 86% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the validator agrees that the suitability of the contents of the model is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.

36. The accuracy of the contents of the model is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.
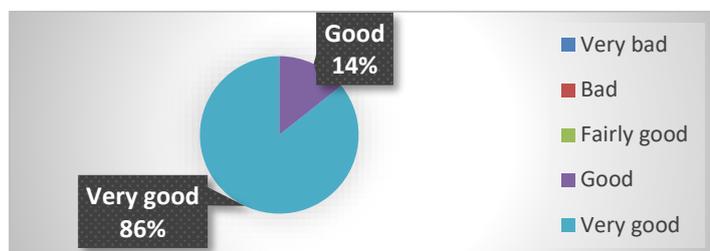

Fig 36. The Accuracy of the Contents Of The Model in Accordance with the Competencies

The results of the diagram Fig 36. show that as many as 14% of respondents agreed and 86% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the validator agrees that the accuracy of the contents of the model is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.

37. The suitability of the reflective learning model is in accordance with the competencies to be achieved in ecolinguistic learning in the perspective of green ecology.
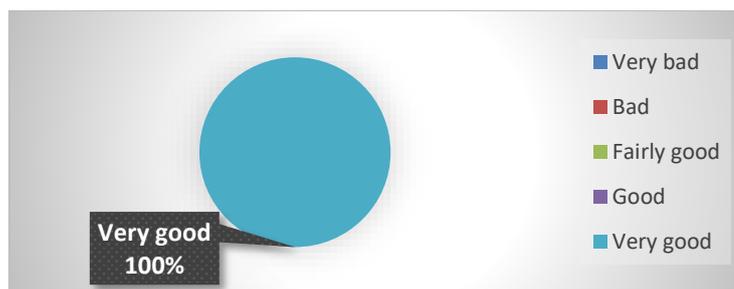
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Fig 37. The Competencies to Be Achieved in Ecolinguistic

The results of the diagram Fig 37 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the suitability of the reflective learning model is in accordance with the competencies to be achieved in ecolinguistic learning from a green ecology perspective. The learning model chosen varies according to the material and competencies that must be achieved by students.

38. The suitability of reflective learning methods is in accordance with the competencies to be achieved in ecolinguistic learning in the perspective of green ecology.
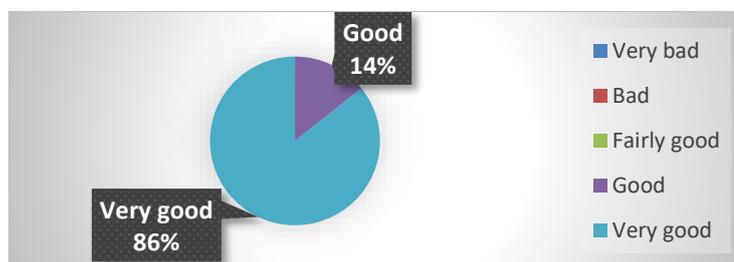

Fig 38. The Suitability of Reflective Learning Methods

The results of the diagram Fig 38 show that as many as 14% of respondents agreed and 86% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the validator agrees that the suitability of the reflective learning method is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective. The chosen learning method varies according to the material and competencies that must be achieved by students. The learning method is expected to guide students to be more active in the learning process.

39. The suitability of the reflective learning approach is in accordance with the competencies to be achieved in ecolinguistic learning in the perspective of green ecology.
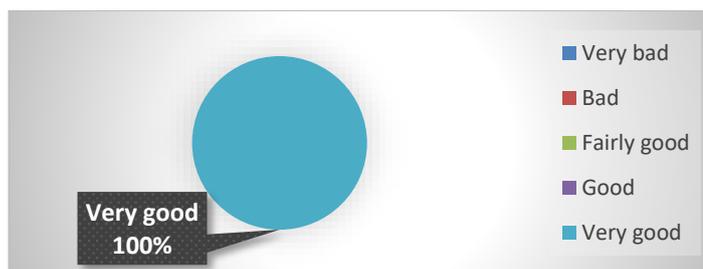
Fig 39. The Suitability of The Reflective Learning Approach

The results of the diagram Fig 39 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the appropriateness of the reflective learning approach is in accordance with the competencies to be achieved in ecolinguistic learning from a green ecology perspective.

40. Appropriateness of the design of the ecolinguistic learning model that is integrated with research results in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.
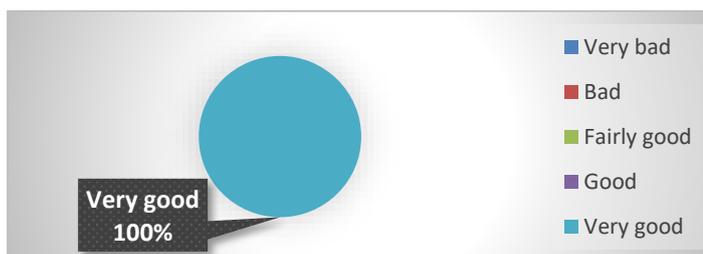

Fig 40. The Appropriateness of The Design of The Ecolinguistic Learning Model

The results of the diagram Fig 40 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the suitability of the design of the ecolinguistic learning model that is integrated with research results is in accordance with the competencies to be achieved in ecolinguistic learning in a green ecology perspective.

41. The suitability of the design of the ecolinguistic learning model that is integrated with the research results is in accordance with the discovery learning learning model that is to be achieved in ecolinguistic learning in the perspective of green ecology.
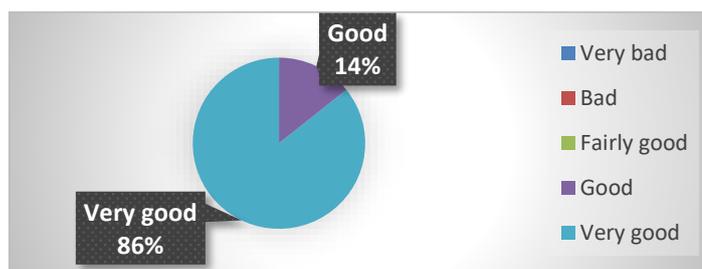
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Fig 41. The Suitability of The Design of The Ecolinguistic Learning Model

The results of the diagram Fig 41 show that as many as 14% of respondents agreed and 86% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the validator agrees that the suitability of the design of the ecolinguistic learning model that is integrated with research results is in accordance with the discovery learning learning model that is to be achieved in ecolinguistic learning in a green ecology perspective.

42. Appropriateness of the design of the ecolinguistic learning model that is integrated with research results in accordance with the project based learning learning model that is to be achieved in ecolinguistic learning in a green ecology perspective
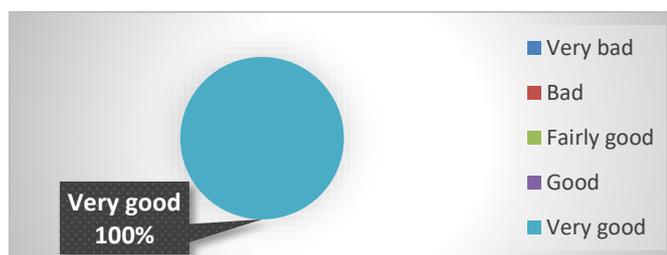

Fig 42. Appropriateness of The Design of The Ecolinguistic Learning Model

The results of the diagram Fig 42 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the suitability of the design of the ecolinguistic learning model that is integrated with the research results is in accordance with the project-based learning model that is to be achieved in ecolinguistic learning in a green ecology perspective.

43. Conformity of the design of the integrated ecolinguistic learning model with research results in accordance with the cooperative integrated reading and composition learning model to be achieved in ecolinguistic learning in the perspective of green ecology
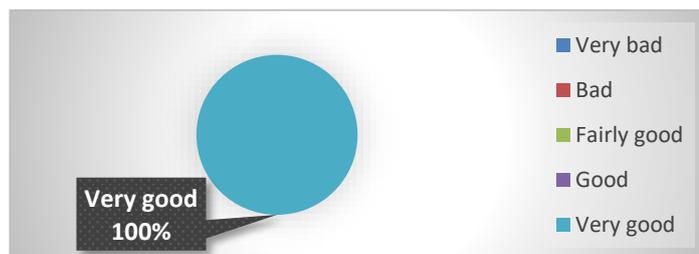
Fig 42. Conformity of The Design of The Integrated Ecolinguistic Learning Model

The results of the diagram Fig 42 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the suitability of the design of the ecolinguistic learning model integrated with research results is in accordance with the cooperative integrated reading and composition learning model to be achieved in ecolinguistic learning in the perspective of green ecology.

44. Appropriateness of the design of the ecolinguistic learning model that is integrated with research results in accordance with the problem-based learning learning model to be achieved in ecolinguistic learning in the perspective of green ecology
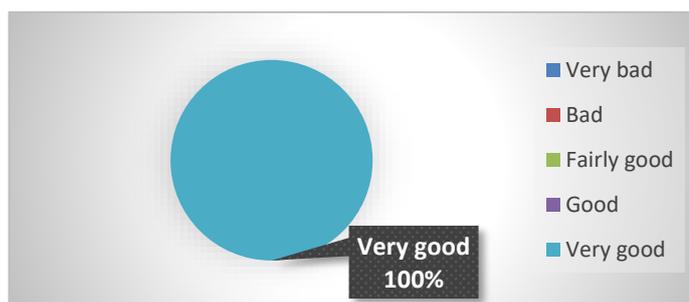

Fig 44. Appropriateness of The Design of The Ecolinguistic Learning Model

The results of the diagram Fig 44 show that as much as 100% of respondents stated that they strongly agreed with this statement. Thus, it can be concluded that the seven validators agree that the suitability of the design of the ecolinguistic learning model that is integrated with research results is in accordance with the problem-based learning model that is to be achieved in ecolinguistic learning in the perspective of green ecology.

45. Appropriateness of the design of the ecolinguistic learning model that is integrated with research results in accordance with the cooperative script learning model to be achieved in ecolinguistic learning in the perspective of green ecology
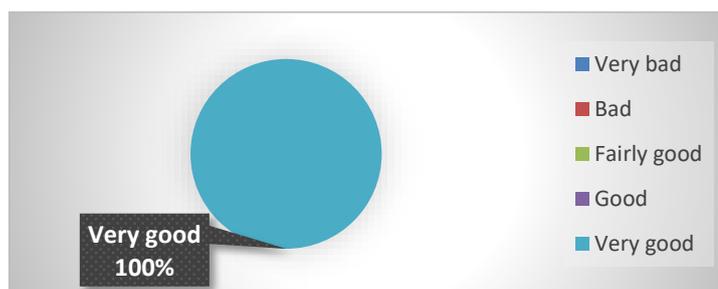
Fig 45. Appropriateness of The Design of The Ecolinguistic Learning Model

Conclusion

As a conclusion, it can be conveyed again that this research has succeeded in describing respondents' perceptions of the substantive feasibility of the results of developing an ecolinguistic learning model for the Indonesian Language Education Masters program in a green ecology perspective. There are 45 questions used to obtain perceptions from respondents, all of which are questions to explore the substantive feasibility of product development in the form of this ecolinguistic learning model. Overall, as emphasized at the end of the description of perceived feasibility, the research product in the form of this learning model has high substantive feasibility and does not need to be revised before being implemented. This research in its implementation still has a number of weaknesses because there are still limited respondents who respond to questions about this perception because it is only limited to seven experts who also act as validators. On different occasions, the shortage in the number of respondents who are also product validators will be added significantly so that the number is adequate and the depiction of perceptions becomes more reliable. Other researchers who have an interest in similar issues are also invited to conduct research with a similar theme.

Declarations

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