ABSTRAK

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Lingkungan belajar dipengaruhi oleh dua faktor, yaitu faktor internal dan eksternal. Faktor internal berasal dari dalam diri individu seperti stres, cemas dan depresi. Faktor eksternal berasal dari luar individu salah satunya lingkungan belajar. Perubahan dari lingkungan belajar menjadi salah satu faktor pemicu dari stres, cemas dan depresi yang dapat memengaruhi keberhasilan dalam belajar. Penelitian ini bertujuan untuk mengetahui hubungan antara persepsi mahasiswa dengan lingkungan belajar terhadap tingkat stres, depresi dan cemas mahasiswa di Fakultas Kedokteran Gigi Universitas YARSI (FKG UY). Penelitian ini menggunakan desain studi *cross sectional* dengan metode *total sampling* terhadap mahasiswa aktif tahun akademik 2019/2020 FKG UY. Penelitian ini menggunakan dua alat ukur *Dundee Ready Education Environment* (DREEM) dan *Depression, Anxiety and Stress Scale* (DASS-21). Hasil persepsi mahasiswa mengenai lingkungan belajar adalah lebih banyak hal positif dibandingkan hal negatif (131,55). Hasil nilai rata-rata tingkat stres termasuk kedalam kategori sedang (9,93), nilai rata-rata tingkat depresi termasuk kedalam kategori normal (3,35), dan nilai rata-rata tingkat cemas termasuk dalam kategori normal (1,70). Hasil penelitian uji bivariat menunjukkan hubungan signifikan antara persepsi mahasiswa terhadap lingkungan belajar dengan tingkat stres ($p = 0,000$), tingkat cemas ($p = 0,007$), dan tingkat depresi ($p = 0,005$, $p<0,05$). Lingkungan belajar yang baik dapat menurunkan tingkat stres, depresi dan cemas. Berdasarkan perspektif Islam, persepsi mahasiswa terhadap lingkungan belajar yang baik di FKG UY dapat menurunkan tingkat stres, cemas dan depresi, dalam hal ini didasari dengan kecerdasan emosional dengan baik.

Kata kunci: Lingkungan Belajar, DREEM, Stres, Depresi dan Cemas, DASS-21, Kecerdasan Emosional

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ABSTRACT

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Title : Relation of Student Perception of the Learning Environment on Student Stress, Depression and Anxiety Levels at Yarsi University Faculty of Dentistry

Learning environment is affected by two factors, internal and external. Internal factors originated from the individual such as stress, anxiety and depression. External factors originated from outside the individual such as the learning environment. Changes in the learning environment can be one of the triggering factors for stress, anxiety and depression that can affect the success of the learning process. This study aims to determine the relationship between students' perceptions of the learning environment on the levels of stress, depression and anxiety of students at the Faculty of Dentistry, University of YARSI (FKG UY). This study was using cross sectional study design with a total sampling method for all active students in academic year of 2019/2020 FKG UY. This study used two measuring instruments, *Dundee Ready Education Environment* (DREEM) and *Depression, Anxiety and Stress Scale* (DASS-21). The result of students' perception of the learning environment is more on positive things than negative (131,55). The results of the average stress level were included in moderate category (9.93), the average value of depression level were included in normal category (3.35) and the average value of anxiety level were included in normal category (1.70). The bivariate test results showed that there was a significant result on the students' perceptions of the learning environment with the stress level (p value 0.000), anxiety level (p value 0.007) and also with depression level (p value 0.005, $p < 0.05$). A proper learning environment may reduce stress level, depression level and anxiety level. On the Islamic perspective, students' perception of the good learning environment at the FKG UY can reduce stress level, depression level and anxiety level, in this case based on emotional intelligence well.

Keywords: Learning Environment, DREEM, Stress, Depression and Anxiety, DASS-2, Emotional Intelligence