Kajian Persepsi Kualitas Ruang Terhadap Pengalaman Restoratif (Studi Kasus Pada Smart Green Learning
Center Universitas Gadjah Mada)
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INTISARI

Keberhasilan bangunan pendidikan berkelanjutan tidak hanya ditentukan oleh performa lingkungan teknisnya, tetapi juga oleh bagaimana pengguna mempersepsikan dan mengalami ruang tersebut. Persepsi mahasiswa terhadap kualitas ruang diduga berkaitan dengan pengalaman restoratif, yaitu pengalaman psikologis berupa mendukung kemampuan berkonsentrasi dan berkurangnya kelelahan mental setelah beraktivitas akademik. Penelitian ini bertujuan mengidentifikasi persepsi mahasiswa terhadap kualitas ruang yang direpresentasikan melalui Persepsi Kontrol Lingkungan dan Kenyamanan Pengguna, mengidentifikasi tingkat Pengalaman Restoratif, mengeksplorasi karakteristik tipe ruang yang dipersepsikan mendukung maupun menghambat pengalaman restoratif berdasarkan jawaban terbuka, serta menguji hubungan antara persepsi kualitas ruang dengan Pengalaman Restoratif pada Gedung *Smart Green Learning Center* (SGLC) Universitas Gadjah Mada. Penelitian menggunakan pendekatan kuantitatif yang didukung *content analysis t*erhadap jawaban terbuka, melalui survei kepada 304 mahasiswa pengguna Gedung SGLC. Data dianalisis menggunakan statistik deskriptif, regresi linear sederhana, regresi linear berganda, dan analisis tematik. Hasil penelitian menunjukkan bahwa Persepsi Kontrol Lingkungan (M = 3,94), Kenyamanan Pengguna (M = 4,00), dan Pengalaman Restoratif (M = 4,00) berada pada kategori tinggi. Kedua variabel independen berpengaruh positif dan signifikan terhadap Pengalaman Restoratif, baik secara parsial maupun simultan, dengan model menjelaskan 75,4% variasinya ($R^2 = 0,754$; $p < 0,001$). Analisis jawaban terbuka menunjukkan bahwa *co-working space* dipersepsikan paling mendukung pengalaman restoratif (70,4% responden) karena fleksibilitas dan fasilitasnya, namun juga paling banyak dikeluhkan (52,3%) terkait kenyamanan termal, silau, dan kebisingan. Temuan ini menegaskan bahwa evaluasi bangunan pendidikan berkelanjutan perlu turut mempertimbangkan pengalaman subjektif pengguna, bukan hanya capaian teknis dan sertifikasi.

Kata kunci: *persepsi kualitas ruang, persepsi kontrol lingkungan, kenyamanan pengguna, restorative experience, bangunan pendidikan berkelanjutan*

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ABSTRACT

The success of sustainable educational buildings depends not only on technical environmental performance but also on how users perceive and experience the spatial environment. Students' perceptions of spatial quality are presumed to relate to restorative experience as the psychological recovery of directed attention and reduced mental fatigue following academic activities. This study aims to identify students' perceptions of spatial quality, represented by Perceived Environmental Control and User Comfort, to determine the level of Restorative Experience, to explore space-type characteristics perceived as supporting or hindering restorative experience based on open-ended responses, and to examine the relationship between perceived spatial quality and Restorative Experience at the Smart Green Learning Center (SGLC), Universitas Gadjah Mada. A quantitative approach supported by content analysis was applied through a survey of 304 students who had used the SGLC building. Data were analyzed using descriptive statistics, simple and multiple linear regression, and thematic analysis. Findings show that Perceived Environmental Control (M = 3.94), User Comfort (M = 4.00), and Restorative Experience (M = 4.00) were all rated highly. Both independent variables were positively and significantly associated with Restorative Experience, individually and jointly, with the model explaining 75.4% of its variance ($R^2 = 0.754$; $p < .001$). The content analysis revealed that the co-working space was most frequently perceived as supportive of restorative experience (70.4% of respondents) due to its flexibility and facilities, yet it also received the highest proportion of complaints (52.3%) regarding thermal discomfort, glare, and noise. These findings indicate that evaluating sustainable educational buildings should incorporate users' subjective experiences alongside technical performance and certification achievements.

Keywords: *perceived spatial quality, perceived environmental control, user comfort, restorative experience, sustainable educational buildings*