

## ABSTRAK

**Latar Belakang:** Kelainan genetik yang memengaruhi sistem muskuloskeletal dapat menurunkan kualitas hidup serta menimbulkan masalah psikososial bagi penderitanya. Dalam konteks pendidikan inklusif, sikap guru memiliki peran penting dalam menentukan penerimaan sosial dan keberhasilan akademik siswa dengan kelainan tersebut.

**Tujuan:** Mengetahui sikap guru terhadap penderita kelainan genetik yang berhubungan dengan gangguan muskuloskeletal serta faktor-faktor yang memengaruhinya.

**Metode:** Penelitian ini merupakan penelitian observasional analitik dengan desain *cross-sectional* yang dilakukan pada 77 guru sekolah umum dan sekolah luar biasa di Jawa Tengah. Data sikap guru diperoleh menggunakan kuesioner *The Educators' Attitudes Toward Disability Scale* (EADS), sedangkan tingkat religiositas diperoleh dengan kuesioner *Centrality of Religiosity Scale* (CRS). Analisis univariat dilakukan dengan menampilkan frekuensi, persentase, mean, dan deviasi standar. Analisis bivariat dilakukan dengan uji *Chi-Square*, *Chi-Square for Trend*, dan *Mann Whitney U Test*.

**Hasil:** Subjek penelitian memiliki sikap cenderung positif (51,9%), berjenis kelamin perempuan (70,1%), merupakan guru dari sekolah khusus profesi guru (81,8%), memiliki pendapatan di bawah UMP Jawa Tengah (51,9%), dan memiliki tingkat religiositas yang sangat religius (92,8%). Tidak terdapat hubungan bermakna antara sikap guru dengan jenis kelamin ( $p = 0,445$ ), usia ( $p = 0,497$ ), pendidikan ( $p = 0,559$ ), pendapatan ( $p = 0,496$ ), tingkat religiositas ( $p = 0,419$ ), dan lama bekerja sebagai guru ( $p = 0,821$ ). Terdapat perbedaan signifikan antara kelompok tingkat religiositas sangat religius dan religius ( $p = 0,048$ ).

**Kesimpulan:** Hampir sebagian guru memiliki sikap cenderung negatif terhadap penderita kelainan genetik yang terkait dengan gangguan muskuloskeletal.

**Kata kunci:** sikap guru, kelainan genetik, gangguan muskuloskeletal, disabilitas, religiositas

### ***ABSTRACT***

***Background:*** Genetic disorders affecting the musculoskeletal system, such as Marfan Syndrome, Duchenne Muscular Dystrophy, and Osteogenesis Imperfecta, can reduce quality of life and cause psychosocial problems for those affected. In the context of inclusive education, teachers' attitudes play an important role in determining the social acceptance and academic success of students with such conditions.

***Objective:*** To determine teachers' attitudes toward individuals with genetic disorders related to musculoskeletal conditions and the factors that influence them.

***Methods:*** This study is an analytic observational research with a cross-sectional design conducted on 77 teachers from public and special schools in Central Java. Teachers' attitudes were assessed using The Educators' Attitudes Toward Disability Scale (EADS), while the level of religiosity was measured using the Centrality of Religiosity Scale (CRS). Univariate analysis was performed to present frequency, percentage, mean, and standard deviation. Bivariate analysis was conducted using Chi-Square, Chi-Square for Trend, and Mann Whitney U Test.

***Results:*** The majority of participants had a positive attitude (51.9%), were female (70.1%), graduated from teacher education programs (81.8%), had an income below the provincial minimum wage of Central Java (51.9%), and had a very high level of religiosity (92.8%). There was no significant relationship between teachers' attitudes and gender ( $p = 0.455$ ), age ( $p = 0.497$ ), education ( $p = 0.559$ ), income ( $p = 0.559$ ), religiosity level ( $p = 0.419$ ), or years of teaching experience ( $p = 0.821$ ). There was a significant difference of score between religious and very religious group ( $p = 0,048$ ).

**Conclusion:** *Almost half of teachers have negative attitude towards persons with genetic disorders affecting the musculoskeletal system.*

**Keywords:** *teachers' attitudes, genetic disorders, musculoskeletal conditions, disability, religiosity*