

**Effectiveness of Constructive-Active Games
Technique in Upgrading Teaching Strategy, Intrinsic
Motivation, and Science's Study Achievement for
Elementary Grade 3 (Three)**

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The decreasing of students' intrinsic motivation in doing school task independently can be caused by teacher's teaching strategy which is not efective. This research has 3 objectives, which is examined in 2 studies. The purpose of first study is to find out the corelation between teacher's teaching strategy and student's motivation according to theory that student's intrinsic motivation will increase if teacher's teaching strategy in accordance with students age development stages. The participants of study 1 is 64 students in elementary grade 3, 23 male and 41 female. Data are collected from questionnaire and observasion. This research uses Rank Spearman corelation to process the data. The result shows negative corelation between teaching strategy and learning achievement ($r = -0,307$, $p = 0,014$) and student's intrinsic motivation in doing the task independently ($r = -0,539$, $p = 0,000$). The purpose of second study is to find out how effective technique of constructive-active games in increasing learning achievement and intrinsic motivation according to theory mentioned that games are effective in supporting children growing development optimally so they can learn easily and solve their problems. The participants of this study are students and teacher M who teach in X school. The data are collected with the same way in study 1. This research uses *paired sample T-test* to process the data. The result shows that this intervention influence effectively the teacher M teaching strategy from teacher centered to student centered ($r = 0,590$; $p = 0,000$; $t = -6,815$; $p = 0,000$), increasing learning achievement ($r = 0,412$; $p = 0,0$; $t = -3,293$; $p = 0,002$), and students intrinsic motivation, ($r = 0,311$; $p = 0,013$; $t = -14,917$; $p = 0,000$).

Keywords: Technique of Constructive-Active Games, Teaching

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