


Development of Science-Based Science Modules to Improve Problem-Solving Skills in Grade V Students

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Article Info	ABSTRACT
Keywords: Science, ability breakdown problem, development module	Problems that occur in science learning in the Ngudi Cluster Rahayu is ability breakdown students science problems class V still low one of them Because lack of Complete teaching materials on the eye science lessons. Development science based module scientific is one of the efforts that can maximize ability breakdown problem And allow participant educate For develop independence learning. The purpose of study This is (1) to develop science based module scientific material Valid Water Cycle for student class V, (2) develop module Science based on scientific material Cycle Practical water, (3) analyzing effectiveness development science based module scientific material Water Cycle in increase ability breakdown problem For student class V.Type study is research and development (Research and Development) with steps from Borg And Gall, with ten step development. Source information are teachers and elementary school students in the Ngudi Cluster Grace Subdistrict Mranggen. Collection data with use observation, interview, And questionnaire. Analysis data study This use descriptive qualitative For evaluate validity and practicality module and t-test for test effectiveness module. Results study is 1) a science module based on scientific stated valid used in learning Science on student class V based on results validation media (score 82%) And validation material (score) 85%) 2) module Science based on scientific stated very practical used in learning Science for students class V based on response students (score 86%) And teacher response (score 80%) 3) science module based on scientific effective used in science learning for students class V for increase ability breakdown science problems based on limited test results with t count > t table (9.445 > 2.0244).
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INTRODUCTION

One of eye lesson in the 2013 curriculum is Knowledge Natural Sciences (IPA). IPA is eye a close lesson the relation with environment as well as symptoms nature, so that participant educate invited For think Why a symptom natural certain can occurs. Elementary school science learning is foundation beginning in create students who have knowledge, skills and attitudes scientific. Science learning is directed with method look for know about natural in a

way systematic, so that science is not only focus on mastery gathering knowledge in the form of facts, concepts, or principles only, but also is a process of discovery and formation attitude scientific (Trisnawati et al., 2013).

Science education in schools expected can become vehicle for participant educate For learn self alone and nature around, and can become development more carry on in apply it in life everyday, which is based on the method scientific. Science learning emphasizes experience direct For develop competency so that participants educate capable understand natural around through the process of searching know and apply it, so matter the will help participant educate For to obtain better understanding deep.

Ideal science learning more emphasizes the process aspect. The process aspect of science is related to with method look for know about natural in a way systematic so that science is not only emphasize on mastery concepts or principles only, but also is a process of discovery (Depdiknas, 2006). Before entering the world of school, students own skills think that they need in life. They has interact with environment, solving problems and construct meaning from his experience. Therefore that, one of objective important thing to do achieved in learning is skills breakdown problem.

Ability breakdown problem is one of the ability important thing to do owned student Because in life daily everyone always faced with various problem that must be completed and demanded creativity to be able to find solution from the problems he faced (Permatasari, 2014). Ability breakdown problem practice student find Alone various draft holistically, meaningfully, authentically as well as applicable (Hariawan, 2014). Gok and Silay (2010) stated that ability breakdown problem is seen as very fundamental in learning science. Science learning is not only emphasizes on concepts, but also emphasizes on patterns think student so that students can overcome and solve problem in a way critical, logical, careful and precise (Darwanti, 2013).

Study breakdown problem can practice student in face problem until find method in finish problem the through a systematic and careful thinking process (Hadi & Radiyatul 2014). Ability breakdown problem No only depend on knowledge participant educate about concepts, but also on understanding participant educate about the problem they have face it, so that they can determine approaches and strategies for solve problem said. Ability breakdown less problem Good can be one of reason No achievement objective results expected learning (Ramdan, Veralita, Rohaeti, & Purwasih, 2018).

Teachers must as much as possible Possible make science learning becomes meaning, one of them with use appropriate teaching materials. Teaching materials provided government in the form of book students and teachers books. Books student is teaching materials that have been designed with use approach scientific Because there is a series activity participant learners who can make participant educate active in learning. The teacher's book is teacher guidelines in carry out learning. Books provided government is the book that has been designed with as good as maybe, but teachers are also required For more creative and innovative in use required teaching materials.

In fact ability breakdown problem Science lessons in class V at SDN Tegalarum 1 and SDN Tegalarum 2, still low matter This can known from the average rating daily still below

the KKM, which is 70. Based on results the interview that has been researcher do to teachers at SD Negeri Tegalarum 2 on March 13 2022. The class V teacher said that difficulty in explain material about water cycle because limited media and references available. According to students, science is considered lesson difficult especially in understand material that is memorization. In science learning, participants educate difficult remember the material provided. So it is very unfortunate If eye Science lessons are one of the eye lessons that are not liked by students.

interview results were also strengthened with results observations made researchers at SDN Tegalarum 1 and SDN Tegalarum 2 that participant educate and teacher only use book students and teacher books provided school in science learning. Limitations time in apply the 2013 curriculum causes participant educate in One day only learn One learning in One subtheme, This is often make science learning is not implemented fully including activity practical work sometimes No implemented so that make participant educate only accept theory from the teacher only without carry out practicum. In case This is very unfortunate, because science is eye identical lessons with activity practical work Where participant educate can Study while do or learning by doing. This also makes participant educate not enough understand a number of science material. In addition Not yet existence module created by the teacher himself to support science learning so that in the learning process seen not enough effective Because participant educate only use the book given school just.

Based on problems that have been delivered previously, researchers feel that the need for other teaching materials for support learning participant educate become more means one of them with use module. With module, participants educate can learn the science that is felt not enough learned at school in a way independent or minimal assistance from the teacher. This is Because module is teaching materials created by the teacher himself with pay attention competencies that will be achieved as support other teaching materials besides book text lessons. The modules are also packaged such that so that participants educate can Study in a way independent without depends with what the teacher gives so that the teacher does not become center information participant educate but rather the teacher as companion participant educate and also with module participant educate can measure level his ability Alone.

Abdullah (2013) said that with help module teaching, participants educate get experience direct in carry out project team and in general No direct increase knowledge they about knowledge space). Based on research conducted by Abdullah, can it is said that module can improve knowledge participant educate. Because with module participant educate can understand material with speed each of their abilities. To can continue to material or activity Study Next, participants educate must understand moreover formerly activity Study previously.

Other research conducted by Perinpasingam, Arumugam, Subramaniam and Mylvaganam (2014) shows module support learning become interactive. Can it is said that module make learning become interactive, because module designed for participants

educate become active and communication designed inside module is two way communication.

Remember importance module in science learning and not yet ever teachers and participants students at SDN Tegalarum 1 and SDN Tegalarum 2 use module in learning, then researcher feel need he did development module science based learning approach Scientific. Approach Scientific is approach learning that involves participant educate Study in a way active with approach scientific Where approach the consists of from a number of skills that is observing, asking, reasoning, trying, and communicating. Skills it is very suitable If applied in science learning because with skills the can Motivate participant educate For understand science learning.

Material presented in science based module scientific is Water Cycle. Water Cycle material selected Because is interesting and comprehensive material various problem a close -knit complex the relation with life daily students. Humans always need deep water life everyday. For the material that is felt difficult by participants educate so module This expected can make it easier participant educate For understand material the. Based on description said, then researcher interested For develop module science based learning scientific. As for the title research conducted researcher is “ Development science based module scientific For increase ability breakdown problems with students class V”.

Literature Review

Based on Minister of Education and Culture Regulation Number 54 of 2014 Article 5, paragraph 2. Science subjects are eye lessons included to in group eye purposeful lessons For develop competence attitude, knowledge and skills. Third aspect the can developed through the science learning process that has characteristics scientific and logical through the observation process. Achievement third competence the can obtained through the process of observation and thinking in a way logical as well as systematic For understand all form events that occur in nature universe along with its contents.

Science education aims for participants educate understand or control science concepts and interrelationships its relevance, capable of use method scientific For solve the problems he faced, so participant educate more realize greatness and power its creator (Sumaji, 2009).

Solution problem is one of ability basic things that must be owned student in Science learning. Solving problem become important in objective a learning due to Because in life daily man of course No off from problem. Activity solve problem can considered a activity base human. The problem must be searching for road exit by humans That myself. Even though breakdown problem is an important aspect, but most student Still weak in matter breakdown science problems.

Learning with module give chance for student For Study according to their respective speeds. Therefore that, they can use different techniques For solve problem based on background behind knowledge and habits as well as speed learn individually (Nasution, 2011). With existence module learning student expected can train independent, brave disclose opinion and learning develop logic thinking and reasoning.

The purpose of the approach scientific in learning according to Hosnan (2014) among others for increase ability think participant educate, form ability in finish problem in a way systematic. Approach scientific in question in study This is something that is used in the designed learning process so that participant educate in a way active construct concept, law, or principle through approach scientific.

RESEARCH METHODS

Development science based module scientific This use method study *Research and Development* as usual called with *R & D* or Research and Development. According to Sugiyono (2016) research and development aiming For produce a equipped products with validation process product. Validate product, means product That has there is, and researchers only test effectiveness or validity product those. Developing product in a broad sense can in the form of renew products that have been there is (so that become more practical, effective, and efficient) or create product new (previously Not yet Once There is).

Quasi method experiment *nonequivalent control group design* used For test effectiveness product Where there is group selected experiments and controls. The following picture design study according to Sugiyono (2016):

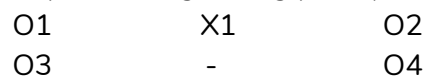


Figure 1. Research Design nonequivalent control group design

Information :

O1: Group pre-test experiment

O2: Group post-test experiment

O3: Group pre-test control

O4: Group post-test control

X : Treatment in class experiment with science based module scientific

- : class control No given treatment

Information collected from study This originate from qualitative and quantitative data originating from from analysis need students and teachers, eligibility data book obtained from results validation experts, and effectiveness data use developed science module. First, the data analysis need determined before implementation research originating from from teacher and student interviews. Second, design data the module obtained through interviews and questionnaires to teachers and students. Third, implementation data science based module scientific originate from teacher and student interviews. Fourth is the eligibility data science based module scientific knowledge obtained from results validation expert. And the fifth is effectiveness data product in the form of module Science based scientific knowledge gained from acquisition results trial assessment product to student class V after implemented study.

In the research This instruments used is test and non- test. Non- test instruments in the form of questionnaire or questionnaire, guidelines interviews, and guidelines observation. Collection techniques data Which will used on study This is technique data triangulation. Triangulation according to Sugiyono (2015) means as techniques that are

merge from various technique data collection and sources information that has been There are. Data collection techniques in research This shared into two, namely technique test and non- test. Test techniques used For measure results Study student with given question description. While For non- test techniques in the form of interviews, observations, questionnaires, and scales.

Testing techniques used in research This is test written with type test description (*essay*). Test consists of of two steps, namely tests conducted before learning (*pretest*) and tests given after learning (*posttest*). Before used For test written in the form of description (essay) has tested validity and reliability. Test written This used at the time *pretest* and *posttest* scale test small and scale testing big For test effectiveness use science based module scientific.

Analysis Instrument Test

Validity Test

Validity used in study This is validity Contents (*content validity*). Testing validity implemented on students class V at Tegalarum 1 Public Elementary School, District Mranggen. Validity test results test is as following :

Table 1. Validity Test Instrument Test

No Question	r count	r table	Information
1	0.8145	0.423	Valid
2	0.5339	0.423	Valid
3	0.3077	0.423	Invalid
4	0.5190	0.423	Valid
5	0.5625	0.423	Valid
6	0.6566	0.423	Valid
7	0.8145	0.423	Valid
8	0.6105	0.423	Valid
9	0.6832	0.423	Valid
10	-0.1504	0.423	Invalid

Based on validity test table show that There are 8 valid questions, because r count > r table. While There are 2 invalid questions, namely number 3 and 10 because r count < r table. Questions that can be used For study is valid questions are 8 items question.

Reliability Test

Lestari and Yudhanegara (2017) stated that that " reliability show consistency results measurement the same instrument if given on the same subject ". So can it is said that reliable instrument is an instrument that even though used several times for measure same object will produce the same data (Sugiyono, 2015). For know reliability test description that is using SPSS.

Reliability test results question test is as following :

Table 2. Results of Question Reliability Test

Cronbach's Alpha	N of Items	Information
.822	10	Tall

Based on reliability test results is with Cronbach's alpha of 0.822 so that including in Category reliability high. With Thus, the question about water cycle with amount question

10 is reliable and deep Category high. However, because amount grain only 8 questions are considered valid then amount questions used only 8 questions.

RESULTS AND DISCUSSION

Development of Science Modules Based on Scientific

a. Analysis Module Requirements

Study conducted in grade V of elementary school in the sub-district Mranggen Demak Regency began with do collection information about media needs or analysis need for students and teachers of class V towards science learning material water cycle. Media needs are based on the problem about low ability breakdown problem science lessons. For get analysis need done observation and interviews.

b. Science Module Planning Based on Scientific

In planning done step as following : (1) analysis curriculum, (2) determine objective development science based module scientific, (3) analysis material, (4) development science based module scientific started with drafting of science module based on scientific.

c. Development of Science Modules Based on Scientific

Module design based on scientific developed in form supporting teaching materials For help the teacher explain material water cycle. While development module This expected to be able to help student in understand material water cycle to be able to solve related issues with water cycle complete.

d. Validation Science Module Development

Validity test science based module scientific material the water cycle is implemented with do validation by validator. Validity science based module scientific material water cycle from material by experts material and media carried out by media experts.

e. Science Module Design Revision

In general overall design beginning science based module scientific Already fulfil need module. Development science based module scientific become interesting and fun module However still capable fulfil function from module. From the design beginning There is some suggestions from the validator, then researcher do revision design, both media and the material.

Practicality of Science Module Based on Scientific

The practicality of media based on aspect practice can seen from results questionnaire response student after use teaching materials that have been developed. Practicality test conducted on students and teachers as results from filling questionnaire. Response students and teachers are obtained from 3 elementary schools, namely SDN Kembangarum 1, SDN Kembangarum 2, and SDN Tegalarum. The sample for each elementary school was 5 students so that amount respondents 15 students and 3 grade V teachers. The data obtained Then analyzed For made conclusion about level practicality from developed module.

Based on results response student after use science based module scientific material the water cycle shows acquisition mark practicality with percentage by 86%, which means

considered very practical criteria. While results recapitulation teacher response shows acquisition mark practicality with percentage by 80% (including criteria practical). This is means that science based module scientific material water cycle assessed by practical teachers used in science learning material water cycle.

Effectiveness of Science Module

Limited Trial

Test results show results trial (in the form of science based module scientific) before used in the field. Application of effectiveness testing in a way limited implemented in 2 elementary schools, namely SDN Kembangarum 1 as class control and SDN Kembangarum 2 as class experiment. trial limited previously done test beginning as pretest score. Then done learning with class control without use science based module scientific material water cycle, while class experiment use science based module scientific material deep water cycle learning. After done learning implemented evaluation as mark posttest. Next This results pretest and posttest scores from second class.

Table 3. Results of Limited Trial Test

Sample	Pretest		Posttest	
	Class Control	Class Experiment	class control	class experiment
1	44	41	63	88
2	44	53	69	84
3	44	47	53	78
4	38	44	56	84
5	44	41	63	91
6	56	44	66	78
7	31	50	50	91
8	41	34	66	97
9	53	41	59	94
10	41	38	56	88
11	50	31	63	84
12	41	38	56	78
13	41	44	59	66
14	44	38	56	72
15	56	44	56	72
16	38	47	75	78
17	41	28	66	88
18	34	28	50	81
19	38	34	53	84
20	38	38	50	69
Sample Quantity	20	20	20	20
Average	42.85	40.15	59.25	82.25

Based on table results trial test limited as shown in table 4.7 obtained : Pretest scores in class control obtained an average of 42.85 and in class the average experiment is 40.15. This means ability early on both class almost The same. Posttest value class control obtained an average of 59.25 and class the average experiment is 82.25. This means

happen upgrade in class control and class experiment However improvement grades in class experiment Far more high. Although Not yet conducted a difference test, can estimated that difference high value due to Because implementation science based module scientific material water cycle.

Normality Test

Normality test aiming know is the result data test from second group normally distributed or no (Salahudin, 2017:96). The results of the normality test in the trial group limited is :

Table 4. Normality Test (Pretest)

Class		Shapiro Wilk		
		Statistics	df	Sig.
Mark Class pretest	control	.918	20	.089
	class experiment	.968	20	.715

Can concluded that all value data *pretest* have normal distribution, so that the class data experiments and classes control can used For calculation more carry on.

Table 5. Normality Test (Posttest)

Class		Shapiro Wilk		
		Statistics	df	Sig.
Mark Class pretest	control	.941	20	.246
	class experiment	.971	20	.779

Can concluded that all value data *pretest* has normal distribution, so that the group data experiments and groups control can used.

Homogeneity Test

Homogeneity test used For know whether pretest and posttest scores in sample own same variance or no. Here This homogeneity test results is :

Table 6. Homogeneity Test (Pretest)

		Levene			
		Statistics	df1	df2	Sig.
Mark Pretest	Based on Mean	.146	1	38	.704
	Based on Median	.174	1	38	.679

Can concluded that testing homogeneity in value pretest from class control and class experiment have same variant or homogeneous.

Table 7. Homogeneity Test (Posttest)

		Levene			
		Statistics	df1	df2	Sig.
Mark Post	Based on Mean	.716	1	38	.403
	Based on Median	.445	1	38	.509

Can concluded that testing homogeneity in value posttest from class control and class experiment have same variant or homogeneous.

N-Gain Test

The N-gain test is used For measure improvement ability breakdown science problem between before and after learning. The results of the n gain test for control class and class experiment on trial group limited is :

Table 8. Results of the N-Gain Test of Group Trials Limited

No.	Mark	Class Experiment	Class Control
1.	N-Gain	0.697786	0, 280816
2.	Criteria	currently	low
3.	N-Gain %	69,7786	28,0816
4.	Interpretation	Enough effective	not enough effective

Based on these data, the results The calculation of n-gain is :

- In class The N-Gain value experiment of 0.6978 is interpreted in category is. It means there is improvement ability breakdown science problems with category moderate. The N-Gain value of 69.78 percent is interpreted as in category Enough effective. It means that science based module scientific material sufficient water cycle effective used For increase ability breakdown students science problems class V.
- In class control N-Gain value in class is 0.2808 in category low. It means there is improvement ability breakdown science problems with category low. The N-Gain value of 28.08 percent is interpreted as in Category No effective. It means that science based module scientific material the water cycle does not effective used For increase ability breakdown students science problems class V.

Independent Sample t Test

Table 9. Results of Independent Sample t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Ability breakdown problem	Equal variances assumed	.716	.403	9.445	38	.000
	Equal variances not assumed			9.445	36,641	.000

Can concluded that use science based module scientific material water cycle statistics effective For increase ability breakdown science problems in students class V.

Completeness Test (One-Sample t Test)

One sample *t test* results For class control and class experiment is as following :

Table 10. Results of the One Sample t Test for Class Control

	N	Mean	Std. Deviation	Std. Error Mean
Results Study Class control	20	59.25	6,920	1,547

One Sample Test

t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Results Study Class control	-6.948	19	.000	-10,750	-13.99 -7.51

Can concluded that average ability value breakdown science problem no The same with value 70. The mean value is $59.25 < 70$ and t count negative then the minimum completeness test is not achieved.

Table 11. Results of the One Sample t Test for Class Experiment

One Sample Test				
	N	Mean	Std. Deviation	Std. Error Mean
Results Study	20	82.25	8,410	1,880
Class experiment				

One Sample Test						
Test Value = 70						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning outcomes	6,514	19	.000	12,250	8.31	16.19
Class experiment						

Can concluded that average ability value breakdown science problem no The same with score 70 and minimum completion achieved seen from t - value and mean.

Wide Trial

Trials wide implemented in three elementary schools in the sub-district Mranggen Demak Regency, namely SDN Tegalarum 1, SDN Tegalarum 2, SDN Tamansari. Implementation trials wide with Science learning using media- based Science Modules scientific. Implementation learning carried out at Tegalarum 1 Elementary School, Tegalarum 2 Elementary School, Tamansari Elementary School in a way separately (done in 3 sessions). Before and after Science learning with science module media based on scientific implemented evaluation. Evaluation data used as test data wide. In the trial wide evaluation beginning learning as pretest and evaluation scores after learning with use science based module scientific material water cycle. Here This results pretest and posttest scores :

Table 12. Pretest and Posttest Values of Wide Trial

No		Mark	
		Pretest	Posttest
1	Number of Samples	60	60
2	Value > KKM	17	60
3	Value < KKM	43	-
4	Average	46.20	74.48
5	Lowest Value	31	63
6	highest score	63	88

Can concluded that learning with science based module scientific material the water cycle can increase ability breakdown students science problems class V.

Normality Test

Normality test in the trial product group wide using. Kolmogorov-Smirnov because Because amount respondents 60 or more from 50 respondents. The following This normality test results on trial data group wide :

Mark	Kolmogorov-Smirnov ^a		
	Statistics	df	Sig.
Trial Value wide pretest	.133	60	.110
posttest	.134	60	.209

This means the data in the trial wide have normal distribution, so that the test result data wide can used For subject study.

Homogeneity Test

Table 14. Test of Homogeneity of Area Trial

	Levene Statistics	df1	df2	Sig.
Trial Value wide Based on Mean	.055	1	118	.815
Based on Median	.025	1	118	.875

Based on homogeneity test table above obtained mark significance (sig) Based on Mean is $0.815 > 0.05$, so that can concluded that the test result data wide is The same or homogeneous.

N Gain Test

Following n - gain test results on trial data wide is as following :

Table 15. Results of the N-Gain Test of the Area Trial

No	Mark	class
1	N-Gain	0, 5663
2	Criteria	currently
3	N-Gain %	56.63
4	Interpretation	Enough effective

It means It means that development science based module scientific material sufficient water cycle effective in increase ability breakdown problem IPA on student class V.

Independent Paired Samples t Test

Effectiveness test in trials wide different with trials limited. Trial wide using independent Paired Sample t test. Independent Paired T-Test is method testing that can used on two paired data. The purpose of this test is is For see whether There is the average difference between two samples that are mutually exclusive in pairs or related. Here This Independent Paired Sample t test results on trials wide :

Table 16. Independent Paired Sample t Test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	posttest - pretest	28,283	9,602	1,240	25,803	30,764	22,815	59	.000

It means development science based module scientific material the water cycle can increase ability breakdown science problem student class V.

One Sample t Test

One sample t test results for the trial wide is as following :

Table 17. Results of the one sample t test trial wide

One- Sample Test				
	N	Mean	Std. Deviation	Std. Error Mean
Trial Results wide	60	74.48	6.307	.814

One- Sample Test						
Test Value = 70						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Trial Results wide	5,506	59	.000	4.483	2.85	6.11

It means average ability value breakdown science problem no The same with score 70 and minimum completion achieved seen from t - value and mean. Research purposes is develop science based module scientific For increase ability breakdown science material problems water cycle. Based on results research and testing the following hypothesis This discussion from each destination study :

- a. Validity science based module scientific.
 based module scientific before developed in a way wide done validation module. Validation module aiming For to obtain confession or validation conformity module with needs, so that module the worthy and suitable used in learning. The results of media validation on science based module scientific material water cycle by 82% with criteria worthy. While validation material science based module scientific material water cycle by 85% criteria worthy. It means science based module scientific material proper water cycle used Good from in terms of media and materials. So the science module is based on scientific material the water cycle can tested in class V for science lesson mathi water cycle.
- b. Practicality development science based module scientific.

Teacher and student response results to development science based module scientific material the water cycle shows acquisition mark practicality with percentage by 86% and 80% in very practical criteria. This means that science based module scientific material practical water cycle used in science learning material water cycle, assessed interesting and easy used by teachers and students for student.

c. Effectiveness development science based module scientific.

Development science based module scientific before developed become module so must tested its effectiveness, besides tested its feasibility. Effectiveness test done with do trials use science based module scientific in learning. Test the effectiveness done in a way limited and broad.

CONCLUSION

Based on analysis results study needed development science based module scientific based on results analysis media needs in science learning for grade V. Analysis need module based on results observation and interview which is what shows low ability breakdown science problem because use teaching materials with material less science lessons complete as well as learning that has not been done use approach scientific. Development results science based module scientific effective used in science learning material water cycle for student Class V. Effectiveness science based module scientific based on trials limited and trial wide. It means development science based module scientific material the water cycle can increase ability breakdown science problem student class V

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