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Application of Division Learning Design As Supporting The Numeration Literacy Abilities of Class IV B Students

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ABSTRACT
Students experience difficulties in understanding and solving questions about stories, the operational ability to count the divisions of the students is still low, some students speak for themselves, do not focus when learning, the students are also less ideal in applying the mathematical concepts given in everyday life, and not only that it needs to improve literacy numeration skills of the learners still have room for improvement. The purpose of this research is to describe students responses to the division learning design that support students literacy numeration abilities, and to describe students literacy numeration abilities after learning using the learning design that has been designed. This type of research uses descriptive qualitative research, the research population is class IV B, totaling 36 students. The result of this research indicate that the application of division learning design as a support for numeracy literacy skills in learning is quite effective and acceptable to students. Enthusiastic and happy response from students in the process of learning activities. Students literacy numeration skills increase as the learning activities meet, from the beginning where some students are not yet capable to being able and very capable as the learning activities meet. It can be concluded that the application of the learning design offered can support students literacy numeration abilities. Teachers can apply the learning design offered or develop these learning innovation in the classroom. The use of concrete learning media with images can be a learning alternative to help students understand the learning material.
Keywords : *Learning design, Division, Numeracy Literacy Ability.*

INTRODUCTION

Background of the study

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual abilities, intelligence, noble character, personality and skill needed by themselves, society, nation, and state as stated in UU Sisdiknas No.20 of 2003. The process of learning activities is influenced by several components that are related to each other, including teachers, students, learning design, learning tools, learning processes. The learning design is designed to help students learning process, where the learning process has immediate stages and long-term stages. Efforts to create learning design are intended to achieve learning improvements. Through this learning improvement, it is hoped that it can improve the quality of learning carried out by learning design. Preparing the learning design is related to the plan that he must carry out while in the classroom. So that the learning design is well structured, educators need a basis for thinking or knowledge that supports the preparation of the learning design (Novan, 2020).

One of the lessons carried out by students in elementary school is mathematics. Mathematics (Mujib, 2017) is a science related to studying abstract forms or structures. Mathematics arises from human thought related to ideas, processes and reasoning. One of the mathematics learning material taught in elementary schools is division. Learning division is learning the basic mathematical operation opposite to division, division is used the calculate the result of an number with respect to its divisor. Division is repeated

subtraction until the end, the symbol for division is "÷", ":", or "/" (Wijayanti, Arifanti Ervian, 2017).

One of the mathematical concepts taught in fourth grade elementary school is the concept of division. The concept of multiplication and division is one of the following concepts even in universities. In order for students to obtain good learning results at the next level, students must master the concept of division well. Hera Deswita (2015) in her research, the mistakes that many students made in solving division problems were conceptual errors and calculation errors

The government is currently intensively improving numeracy literacy skills because they are really needed in various areas of life, both at school, in society and in the family. Numeracy literacy is the knowledge and ability to: 1) to use numbers and symbols related to basic mathematics as solutions to practical problems in everyday life, 2) analyze information in various formats such as charts, tables, graphs, et and 3) create infographics and concise and clear numerical data (Han, 2017). According to Maulidina, et al (2019), in their research the results obtained regarding students mathematical abilities were: 35 % had low ability, 40 % had medium ability, and 25 % had high ability. This shows that students still have difficulty applying the mathematical knowledge they learn to solve problems that occur, which are related to everyday life. For this reason, more in-depth research is needed regarding numeracy literacy abilities in solving mathematical problems.

The quality of numeracy literacy in students is influenced by the teacher's skills in designing numeracy literacy-oriented learning as well. As stated, teacher creativity, skills, seriousness and determination determine the quality of planning, implementation and evaluation of learning (Sutama, 2020). The importance of numeracy literacy skills for students has also been conveyed by several research journals that from now on numeracy literacy skills must be cultivated from an early age, because the abilities are needed in the 21st century in social and community life (Gravemeijer, et al., 2017).

Problem of The Study

Until now, mathematics is still considered difficult and unpleasant for students, so many students do not like mathematics and mathematics is considered scary. The result of research by Sisca et al (2020) at stated that 4 % of students could do all the questions correctly. And 96 % of students are still unable to solve problems in division material. The obstacles experienced by students are that students often forget how to use to answer questions, students do not understand the meaning of story questions, studentsd are not careful in understanding questions and students are confused about how to calculate them.

Ekowati, et al (2019) in their research found that the implementation of the numeracy literacy program experienced various obstacles, including student competence in using mathematical concepts in everyday life, teacher innovation not supported by teachers in other parallel classes, low level of student motivation in using mathematical concepts in everyday life, and the availability of books and reading materials is inadequate.

The low ability of students to solve numeracy literacy questions is influenced by the difficulty factor: 1) students are not used to solving literacy, mathematics and science problem solving questions in the HOTS context which require reasoning, critical thinking, reflectiveness and creativity from content, context, materials and processes; 2) students have difficulty understanding text, making representations, and implementing completion strategies (Samsul, Alpi. 2021: 301). Lack of student accuracy, understanding of concepts, and lack of training are some of the factors that contribute to mistakes made by students. Correcting mistakes and overcoming difficulties can improve the quality of learning activities and minimize errors so that achievement can increase (Widodo, Sujadi. 2015).

Based on the results of an initial study on grade IV B elementary school students, students in mathematics learning experienced various difficulties learning mathematics division material. Students have difficulty understanding and solving story questions, students ability to calculate division operations is still low, some students are busy talking to themselves and are not focused during learning. Students are also less than ideal in applying the mathematical concepts given in everyday life, not only do they need to study mathematics, they need to improve their numeracy literacy skills, but currently students numeracy literacy skills still have room for improvement. There is no doubt about this because mathematics is an abstract learning, so innovation is needed that can direct children to improve their numeracy literacy skills.

PRIOR RESEARCH

There are several studies that are relevant to this research. One of them is research conducted by Lia Masliah, Sri Dewi (2023), the aim of this research is to analyze and describe the differences and effectiveness of Problem Based Learning on students literacy and numeracy abilities. This research uses a quasi-experimental research method. The result of the analysis show that the effectiveness of Problem Based Learning is a large average value of 82,68 for students literacy and an average value of 81,00 for student numeracy. Based on the data analysis, it can be interpreted that the Problem Based Learning model is effectively used to improve literacy and numeracy abilities of students in elementary school. The implication of this research is that teachers must be able to adapt the learning model to the child's condition, environment or based on learning indicator objectives. Second, research conducted by Faridah (2017), until now there are still many people who experience difficulties in working on mathematics problems. Therefore, teacher creativity and innovation are needed which teachers need to carry out in managing mathematics learning. One way is to use various media, including image media. It is recommended that teachers always use media in learning, including image media, so that students can easily understand learning and increase students learning motivation.

Third, research conducted by Ayu Anastasha (2022), the aim of this research is to describe the numeracy literacy abilities of elementary school students in solving story problems in terms of mathematical abilities. The result of the research show that when solving word problem on fractions, students have a high ability to re-express data from written text into a clear representation of solving fraction word problems. Meanwhile, students with moderate mathematical abilities still lack the presentation of data from written text to represent solving fraction story problems. Meanwhile, students with low mathematical abilities still do not understand how to solve fraction problems in the form of word problems.

In research conducted by Lia Masliah & Sri Dewi (2023), there are similarities and differences between what was carried out by researchers and research conducted by Lia Masliah & Sri Dewi, the similarity is that they both use the Problem Based Learning (PBL) learning model on ability students numeracy literacy. Meanwhile, the differences include, among other things, that previous researchers used different materials, different research method, and different research locations. In Faridah (2017) research, there are similarities and differences between what was done by the researcher and the research that has been done by Faridah, the similarity is that they both use image media in mathematics learning. While the difference is the discussion of different material, this research only focuses on distribution material, different research location, and different research method, and the focus of the research conducted by Faridah focuses on developing image media in mathematics learning whereas in this research it only focuses on supporting numeracy literacy skills. In Ayu Anastasha (2022) research, there are similarities and differences between what was carried out by the researcher and the research that has been carried out by Ayu Anastasha, the similarities are using a story question instrument, descriptive

qualitative research type, and describing students numeracy literacy abilities. Meanwhile, the difference is that the research location is different, the learning materials are different.

METHODS

Type and Design

The purpose of this research is to describe students responses to the division learning design as supporting students numeracy literacy abilities, to describe students numeracy literacy abilities after learning using the designed learning design. So, the type of research carried out is qualitative research. Qualitative descriptive research is a aimed at describing and illustrating existing phenomena, both natural and human engineered, which pays more attention to characteristics, quality, and interrelationships between activities (Sukmadinata, 2016). Qualitative research examines the natural conditions of objects, where qualitative descriptive research displays the data results as they are without manipulation or other treatment processes (Sugiyono, 2015).

Data and Data Sources

The data for this research is all information in the form of facts and figures found that is related to students numeracy literacy skills in solving numeracy literacy questions for class IV B students. The data sources in this research are divided into two, namely primary data sources and secondary data sources. The primary data source in this research is data obtained from written test result, observation results and interview results. In this study, the source of secondary data was documentary photographs during the research. This data source will further strengthen primary data so that the data obtained is valid. The subjects of this research were class IV B students who were the main informants, consisting of 36 students, namely 24 males students and 12 female students.

Data collection technique

In this research, the data collection techniques used were divided into two, namely test and non test. The test is in the form of evaluation questions which aim to obtain data on students numeracy literacy abilities, because the research was carried out three meetings, evaluation questions were given at each meeting, the evaluation questions consisted of 5 questions with the different question forms, namely: multiple choice, description, complex multiple choice, short form, and matching. Non test include observation sheets, interviews, and documentation. This research observation was carried out to determine the numeracy literacy abilities of students, especially in mathematics learning division material, observations carried out were also in accordance with the indicators of numeracy literacy abilities, namely carrying out division calculation operation problems in life daily, analyzing information appropriate to problems presented in various forms (graph, charts, tables, etc), predicting and making decisions on division arithmetic operations to solve problems, predicting and drawing conclusions on the problem obtained. Interviews were conducted together with the class teacher and several class IV B students as samples.

Interview with class IV B teacher were conducted on October 13 2023, the interview had interview items regarding the application of numeracy literacy in the classroom, the role of teachers in numeracy literacy activities, effort by teacher to support students numeracy literacy skills, problem faced by students, factors of problem faced by students, student learning outcomes after numeracy literacy activities in mathematics, obstacles for students in numeracy literacy activities in mathematics, solutions to obstacles faced by students, learning design offered to support numeracy literacy skills. Interviews with class IV B students were conducted on October 13 2023, the interview had interview items regarding the application of numeracy literacy in the classroom, obstacles faced by

students, students responses in implementing learning design, feelings about implementing learning using learning design as a supporter of abilities students numeracy literacy, the benefits of the learning design implemented for students. The interview data will then be recorded or recorded to make it easier for researchers to collect related information. The documentation that will be taken by researchers will be in the form of interview samples, learning documentation, and learning tool documentation regarding the research being raised.

In the learning activities carried out, learning tools have been prepared in the form of teaching modules, teaching materials, evaluation questions and concrete learning media. Design of learning activities in teaching modules that have been adapted to the teaching material. The teaching materials used in the learning process contain the main material contained in the class IV Independent Curriculum Student Book. The following is a learning plan that has been used in the learning process; a) the teaching module contains 3 learning activities with the first meeting providing material on division rules, dividing tens and hundreds, and division (reviewing meetings 1 and 2). The process of implementing learning activities begins by providing trigger questions and division questions in daily life to analyze students initial abilities towards the material. Then the teacher provides a brief explanation of the material with several examples of story questions using concrete learning media so that students understand the material better. Based on these situations, it is hoped that students will be able to receive and understand the material.

At the first meeting, students learn about the rules of division. In this material, students are taught to know the rules of division. Example; there were 12 chocolates distributed to 2 children, how many chocolates did each child receive ? If the chocolate is distributed to 4 children, how many chocolates does each child receive ? Then observe the division rules contained in the problem. The second meeting activity contained material on dividing tens and hundreds by units. This material contains divisions as usual but in the form of tens and hundreds. For example; there were 800 folded papers then distributed to 4 groups, how many folded papers did each group receive ?. In the third meeting activity, the division reviewed the chapter on the rules for dividing and dividing tens and hundreds, to find out the students progress regarding the division material. b) teaching materials that have been created using PowerPoint media, each of these teaching materials contains the rules for dividing tens and hundreds. Teaching materials that contain explanations of division problems in everyday life. Students can easily understand the division material because there are example pictures in the teaching materials. c) use of concrete learning media images. Concrete image media can be attached to a magnetic whiteboard because behind the image media there is a small magnet so that it is easier for students to move and attach the images. The media is created by adapting the material to be taught. The use of concrete learning media as an innovative form of media use to help students in the process of understanding the material. At the first meeting, concrete learning media used chocolate images, marble images, and children's drawings. Students are asked to come forward to solve problems related to the distribution rules given by the teacher. Students answer the problem by arranging pictures on the board, then stating how many chocolates each child gets. And the teacher explains the division rules obtained from the problems worked on by students and conduct repeated questions and answers so that students can more easily understand the division material. students who answer incorrectly will be helped by the teacher and their friends. At the second meeting, concrete learning media used images of number cards 10, 100, and images of 100 coins. Students are presented with problems regarding dividing tens and hundreds by units, students can answer using concrete learning media, pictures. If the answer is wrong, the teacher provides direction by verbally telling the correct answer. The students write their answer on the board.

The evaluation made contains indicators of numeracy literacy ability. The form of numeracy literacy evaluation questions is different from story questions and to the point

questions given by the teacher. The forms of numeracy literacy evaluation questions include multiple choice, description, complex multiple choice, short answers, and matching. During the process of working on evaluation questions, the teacher goes around to help students who still need guidance in understanding the questions. The evaluation questions provided contain questions using numbers, text, images, and tables to solve the problems presented, students can answer and complete the evaluation questions given.

Data analysis

Data analysis techniques from this research include data collection, data reduction, data presentation, drawing conclusions. Data collection and data analysis can be carried out if the data has been collected through the data described above. At this stage the researcher described all the data obtained through written test and observations on class IV B students. Data reduction was carried out by sorting interview data based on data related to students numeracy literacy abilities. Data reduction was carried out after understanding and reviewing the interview results. (Data Presentation) in qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories. Conclusions are dawn based on data that has been collected through observation, written test, interview and documentation.

FINDINGS AND DISCUSSION

The study lasted four days in two weeks regarding "Application of Division Learning Design to Support the Numeracy Literacy Ability of Class IV B Students". This research was assisted by using concrete image media so that students understand more about the division material and can be carried out in daily life, in 3 meetings in learning and research activities. In this study, evaluation questions were used to collect data so that it was more accurate. This research observation was carried out to determine students numeracy literacy abilities, especially in learning mathematics on division material. This observation was carried out by researchers on students by visiting the school directly to then carry out learning using the learning design that had been created. Researchers assess by using the observation sheet that has been made as a reference. Not only that, researchers also use evaluation test results to measure numeracy literacy skills and students ability to accept the learning that has been carried out. Based on the evaluation question sheet, the researcher used it as a bridge for the researcher to make this observation.

First Meeting Learning Activities

Here's the learning situation at the first meeting

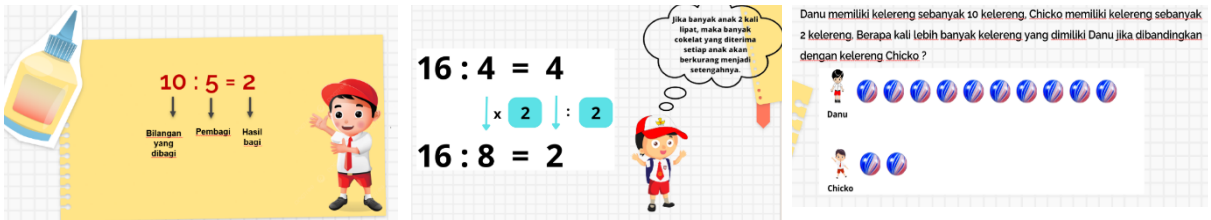


Figure 1 First Learning Activity Situation

Based on figure 1, the main thing a researcher has to do in learning is to condition the classroom. Class conditioning is done to get the attention and focus of the students. Continue by showing the power point in the LCD about the division. Before learning begins, researchers communicate the purpose of learning and ask questions about division. Researchers explain division, symbols of division, and explain division in everyday life. From this situation obtained responses some learners can know division

and understand division in daily life such as when sharing food or meals with their friends.

The researchers demonstrated division using concrete media images of chocolate and children. There's some chocolate and some chocolate that every kid gets. Students are interested in trying and researchers give questions about division. The students is asked to observe the number of divisions and the result of the divisors, then will be able to know the rules of division on the issue. From the situation obtained the response of the student has known the division using concrete media but has not known how to answer the rule of division. And if he does not know what he is doing, then he will be able to explain to the student the rules of division of the problem so that the student understands more about the matter.

The researchers presented concrete media images of flies to the student, then gave the problem of the child 1 has how many flies and the child 2 has how much flies, then how many times more flies child 1 than the child 2. From the situation obtained the response of the student, which is a small number of student to know the answer of the problem because they do not know how to calculate it. As for the anticipation that the researcher does not match the prediction, then the researchers demonstrated and explained again using concrete media images and invited the student to try to make the student better understand the matter.

First Meeting Observation

This observation is done by researchers to students by visiting the school in person to then implement learning using the learning designs that have been made. The researchers evaluate using the observation sheet reference that has been made. Not only that, the researchers also used the evaluation test result to measure numeration literacy and the ability of the learners in receiving the learning that has been done. Based on the evaluation sheet, the researchers used it as a bridge for researchers to make these observations.



Figure 2 Observing the first learning activity

Based on figure 2, the first day of learning begins with students praying together, attendance, questions and answers, providing motivation, after that the researcher carries out core learning activities, where in this core activity the researcher gives examples of several divisions in everyday life, introduces the divisions, the researcher demonstrates the media concrete learning of chocolate images, marbles regarding division material so that students understand it more easily and can apply it in everyday life, students are very enthusiastic and very interested in using concrete learning media images, then students are formed into several groups. Students are given LKPD to solve these problems with their respective groups. After discussion, students and their groups present the results of their work. The final activity is evaluating, providing numeracy literacy evaluation questions with the aim of measuring students numeracy literacy abilities. Based on the results of the first observation, it can be concluded that the majority of

students are capable and very capable, but there are still students who are still quite capable and even not yet capable. Here's the data from the observation of the first learning activities that have been carried out.

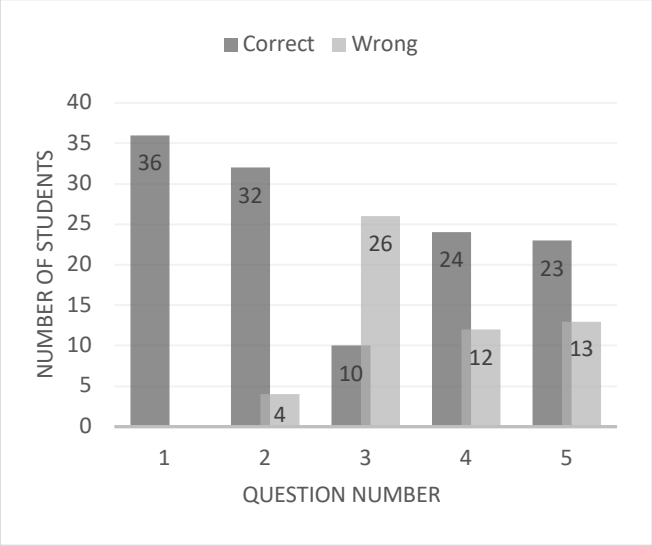
Table 1 Data from the first observation of the students

Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Observation Results
		Meeting First
Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Perform division calculation operations correctly.	4 capable students, and 32 students very capable
	Solving division arithmetic operation problems in everyday life	2 students not yet capable, 4 students are quite capable, 9 students are capable, and 21 students are very capable
Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms (graphics, charts, tables, etc.)	26 students are not yet capable, and 10 students are very capable.
Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions on division arithmetic operations to solve problems.	11 students are not yet capable, 1 student is quite capable, 2 students are capable, and 22 students are very capable.
	Predict and draw conclusions on the problems obtained.	13 students are not yet capable, 2 students are quite capable, and 21 students are very capable.

Based on table 1, the first observation data showed that in the first sub-indicator there were 4 capable students and 32 already capable students; in the second sub-indicator, there were 2 unable students, 4 sufficiently capable students, 9 qualified students, and 21 highly capable students. In the third sub-indicator there are 26 students are not yet capable, and 10 students are very capable; on the fourth sub-indicator there are 11 students are not yet capable, 1 student is quite capable, 2 students are capable, and 22 students are very capable; in the fifth sub-indicator there are 13 students are not yet capable, 2 students are quite capable, and 21 students are very capable. The results of the first observation of the activity can be concluded that most of the students are capable and highly capable, but there are still students who are still quite capable and even not capable.

First Meeting Evaluation Test Results

The results of the student evaluation test also improved with the meeting of learning activities. At the first meeting learning was done quite well. Many of the students are able to receive and understand the material taught. However, the evaluation test at the first meeting showed that the final results of the studentsd are still many who have difficulties in answering questions. At the first meeting, the lowest final score was 30 and the highest score was 100. Here's a diagram of the resultsd of the 1st or 1st evaluation test.



Graph 1 Result from Implementation of Evaluation Test 1

Based on the graph 1 above shows that in the drafting of the evaluation test of this first meeting some students were wrong in answering questions. Here is the analysis of the date resulting from the implementation of the evaluation test 1 :

Table 1 Data Analysis Results of Implementation Test Evaluation

Learning purpose	Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Question Number	Evaluation Test Results 1
The students is able to understand the division rules and perform the division counting operations.	Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Solve the practical problem of division counting operations in everyday life.	1	36 students answered correctly.
			2	32 students answered correctly and 4 students incorrectly.
	Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms	3	10 students answered correctly and 26 students answered incorrectly.

	(graphics, charts, tables, etc.)		
Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions to solve problem.	4	24 students answered correctly and 12 students answered incorrectly.
	Predict and draw conclusions on the problems acquired.	5	23 students answered correctly and 13 students answered incorrectly.

According to table 2 on question number 1 in the first meeting there were 36 students answered correctly, in question number 2 there were 32 students answering correctly and 4 students responding incorrectly. In number 3 of the first meetings many students responded one of the correct ones, who answered the right is 10 students while the wrong is 26 students. next number 4 and number 5 differ a little less students that are wrong, in number 4 there are 24 students answer the right and 12 students answer the wrong, while in number 5 there are 23 students that answer the correct and 13 students answer the wrong. Here's a sample of students who answered the wrong question on the evaluation of the first meeting.

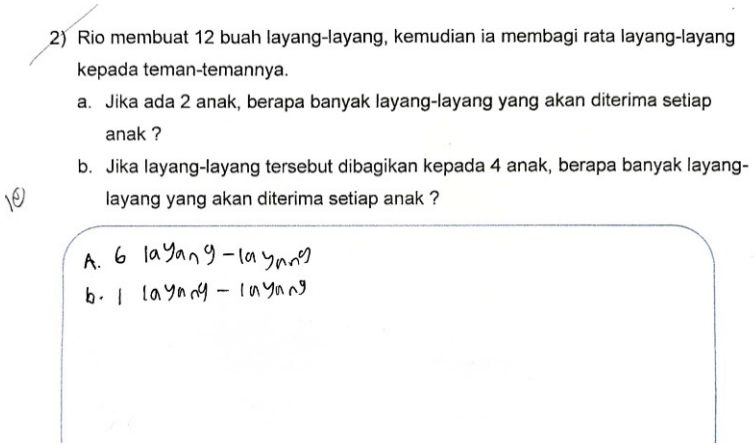
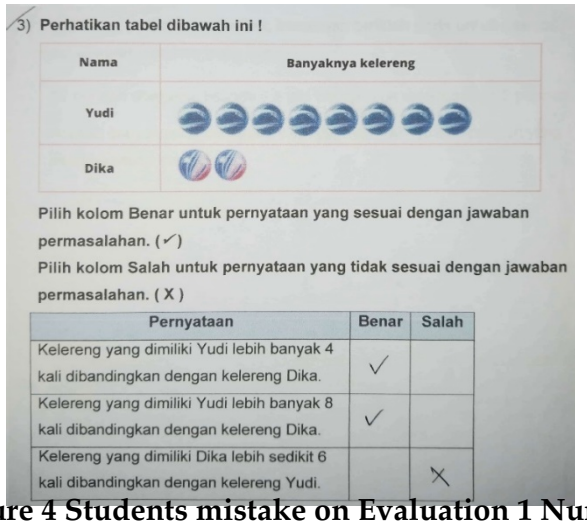


Figure 3 Students mistake on Evaluation 1 Number 2

In figure 3 about evaluation 1 number 2 there are 4 of 36 students answered the question wrong on point b and there are students who did not answer the question on the evaluation on number 2. The reason for the mistake the students made is a lack of understanding of the issue, especially on the point b, and for students who do not answer, the students do not know how to calculate it or do not remember the division. The students still need guidance from the teacher for understanding the division and counting to answer the questions.


3) Perhatikan tabel dibawah ini !

Nama	Banyaknya kelereng
Yudi	
Dika	

Pilih kolom Benar untuk pernyataan yang sesuai dengan jawaban permasalahan. (✓)
Pilih kolom Salah untuk pernyataan yang tidak sesuai dengan jawaban permasalahan. (X)

Pernyataan	Benar	Salah
Kelereng yang dimiliki Yudi lebih banyak 4 kali dibandingkan dengan kelereng Dika.	✓	
Kelereng yang dimiliki Yudi lebih banyak 8 kali dibandingkan dengan kelereng Dika.	✓	
Kelereng yang dimiliki Dika lebih sedikit 6 kali dibandingkan dengan kelereng Yudi.		X

Figure 4 Students mistake on Evaluation 1 Number 3

According to figure 4 on the first evaluations number 3, there are many students who are wrong in answering the question. The number of students who have answered wrong is higher than the number of people who answered correctly. The reason for the students error in responding is that the students does not understand the questions, the student understands the command of the question less, and the student is still confused how to calculate the answer to the problem presented.

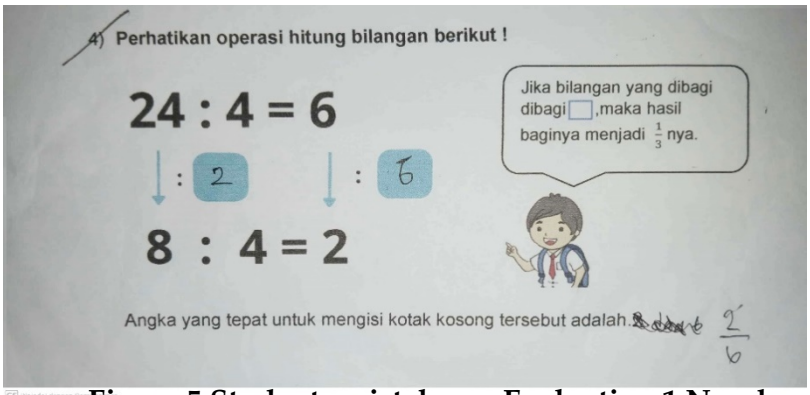


Figure 5 Students mistake on Evaluation 1 Number 4

Based on figure 5, there were 12 students answering wrong on the first evaluation question number 4. The reason for the students error is that some students do not remember the division, do not know how to work it, and do not understand the issues in the work. Students still need the support and guidance of teachers.

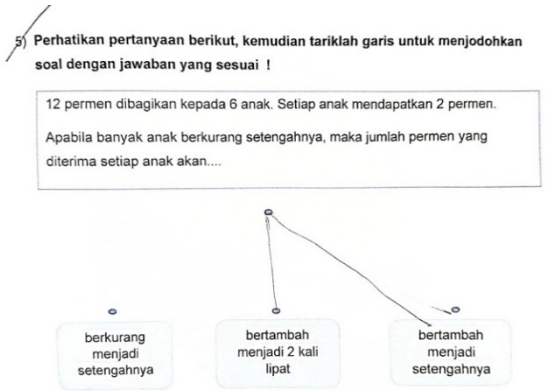


Figure 6 Students mistake on Evaluation 1 Number 5

Based on figure 6, there were 13 students wrong in answering the question of evaluation 1 number 5. The reason why some students are wrong in responding to the question number 5 is that the participants are less understood with the command of the question, so they are deceived with 2 options of answer and there are students who have already answered according to the order of the issue but are less accurate in the answering of the questions. Students still need the support and guidance of teachers to improve their skills. During the process of explaining the material the students have been able to understand the material well, their enthusiasm in the learning process is quite large. However, after the students are asked to work on the evaluation they still have difficulty in understanding the matter. They still need an accompaniment to understand the information in the process of crafting.

Second Meeting Learning Activities



Figure 7 Second Learning Activity Situation

Based on figure 7 on situation 1 in the meeting, the two educators asked again whether the student still remember the division, then the teacher conveyed the purpose of learning. The researchers displayed power points that contained material and gave the question of what is the decimal and the hundred divisions, from this situation obtained the answer few students answered because of the lack of knowledge of the divisions of tens and hundreds divided by the value of the unit. As for the anticipation of what the researcher does, if it is not appropriate, then he explains and associates it in daily life to better understand the material.

In situation 2 at the meeting both students explain the division of tens and hundreds divided by the value of units with problems in everyday life using concrete learning media cards numbers 10 and 100. From this situation the respondents learners can understand and want to try to use concrete teaching media. As for the anticipation made by the teacher if it does not match the prediction then the researcher invites the student to answer questions to strengthen the students understanding of the material.

In a situation 3 researchers demonstrated concrete learning media images of a 100 coin coin associating the material of division in everyday life an giving examples. In this situation, the respondents are given the responses of the student, observing the researchers explain and the student enthusiastically wants to try to use concrete media. As for the anticipation that the researcher does not correspond with the prediction then the investigator will associate the material by designating the student and conduct a joint question answer so that the student better understand the material.

Second Meeting Observation

This observation is done by researchers to students by visiting the school in person to then implement learning using the learning designs that have been made. The researchers evaluate using the observation sheet reference that has been made. Not only that, the researchers also used the evaluation test result to measure numeration literacy and the ability of the learners in receiving the learning that has been done. Based on the evaluation sheet, the researchers used it as a bridge for researchers to make these observations.



Figure 8 Observing the second learning activity

On the second day of learning, the researcher started with greetings and giving motivational applause, attendance and conveying the learning objectives. The second day of learning discussed dividing tens and hundreds. In the core activity, the researcher gave examples of dividing tens and hundreds using concrete learning media, pictures of number 10 cards, 100, and 100 coins, the educator gives a demonstration of how to use the learning media and explains the division of tens and hundreds using the learning media. The students looked very enthusiastic and some students wanted to try, the students were formed into several groups and each group received a LKPD, after discussing with the group each student presented the results of their work with their group. The final activity of the researcher was evaluating students answers and the researcher distributed numeracy literacy evaluation questions regarding division of tens and hundreds to measure students understanding and to determine students numeracy literacy abilities.

Based on the second day's observations, it can be concluded that there is an increase in students numeracy literacy skills, the number of students is very capable, able to increase and students are quite capable and not yet capable in the second observation meeting. Here's the data from the observation of the second learning activities that have been carried out.

Table 2 Data from the second observation of the students

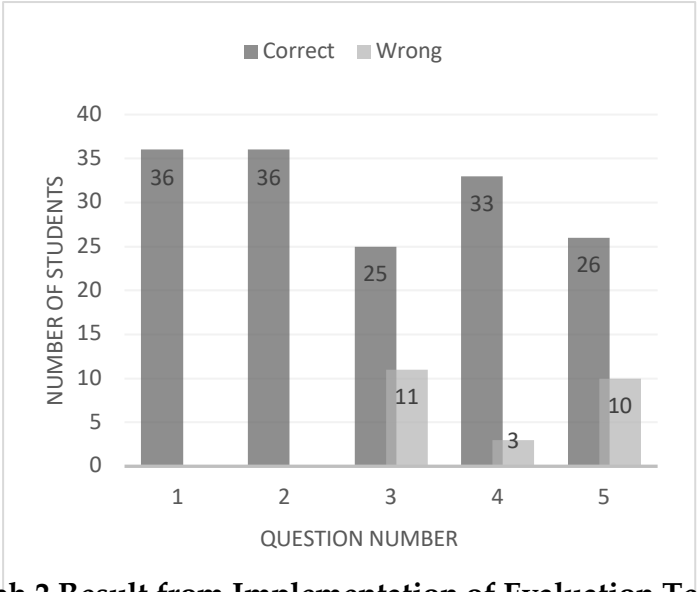
Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Observation Results
		Meeting Second
Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Perform division calculation operations correctly.	36 students are very capable.
	Solving division arithmetic operation problems in everyday life	36 students are very capable.
Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms (graphics, charts, tables, etc.)	6 students are unable, 5 students are capable, and 25 students are very capable.

Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions on division arithmetic operations to solve problems.	3 students are not yet capable, and 33 students very capable.
	Predict and draw conclusions on the problems obtained.	3 students are not yet capable, 7 students are quite capable, and 26 students are very capable.

Based on table 3 data observation result second that on the first sub indicator 36 students are already very capable; in the second sub indicator there are 36 students are very capable. In the third sub indicator there are 6 students not yet capable, 5 students quite capable, and 25 students very capable; in the fourth sub indicators there are 3 students not yet capable and 33 students very capable; in the fifth sub indicator there are 3 students are not yet capable, 7 students are quite capable, and 26 students are very capable. On the results of the second observation activity can be concluded most students capable and very capable, but there are still students who are still quite capable and even not yet capable.

Second Meeting Evaluation Test Results

The results of the student evaluation test also improved with the meeting of learning activities. At the second meeting, the enthusiasm of the students in receiving learning was as great as the first meeting. At the learning meetings both students are able to receive learning and are capable of understanding the material even though they are still guided. Thro the course of learning activities, students always respond well to the learning activities carried out. This can be seen from the final results of students who have experienced an improvement from previous learning. On the results of the second learning evaluation the lowest score obtained is 60 and the highest score is 100. Here's the evaluation test at the second meeting.



Graph 2 Result from Implementation of Evaluation Test 2

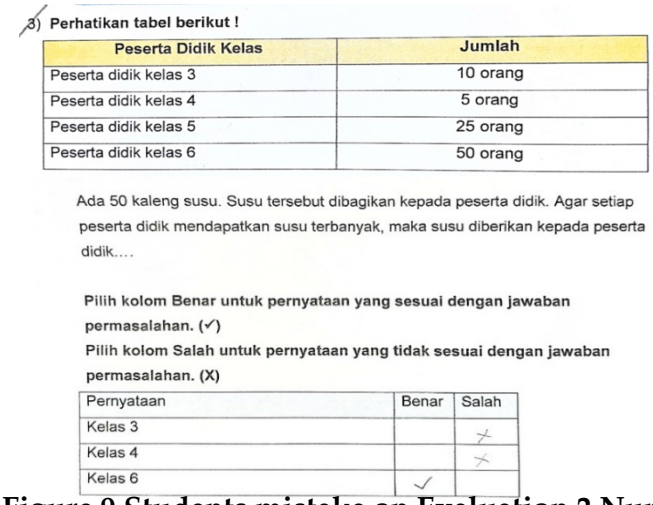
Based on graph 2 above, it can be seen that there has been an increase in responses from students. In the process of the second evaluation the students are a little more focused and begin to understand the issue. In the evaluation process of this second meeting there are still some students are wrong in answering and need guidance from the

teacher to help understand the matter. Here's an analysis of the results of the second meeting evaluation test.

Table 3 Data Analysis Results of Implementation Test Evaluation 2

Learning purpose	Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Question Number	Evaluation Test Results 1
The students is able to understand the division rules and perform the division counting operations.	Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Solve the practical problem of division counting operations in everyday life.	1	36 students answered correctly.
			2	36 students answered correctly.
	Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms (graphics, charts, tables, etc.)	3	25 students answered correctly and 11 students answered incorrectly.
	Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions to solve problem.	4	33 students answered correctly and 3 students answered incorrectly.
		Predict and draw conclusions on the problems acquired.	5	26 students answered correctly and 10 students answered incorrectly.

According to table 4 on question number 1 in the second meeting there were 36 students answered correctly, in question number 2 there were 36 students answering correctly. At number 3,4, and 5 there are still many students who are still many students who are still mistaken in their work, at number 3 there are 25 students who answered correctly and 11 students answered incorrectly. Furthermore, at number 4 there were 33 students who answered correctly and 3 students answered incorrectly while at number 5 there were 26 students answered correctly and 10 students answered incorrectly. In the performance test evaluation results of 2 students who answered correctly increased compared to the previous performance test. Here's a sample of students who answered the wrong question on the evaluation of the second meeting.



3) Perhatikan tabel berikut !

Peserta Didik Kelas	Jumlah
Peserta didik kelas 3	10 orang
Peserta didik kelas 4	5 orang
Peserta didik kelas 5	25 orang
Peserta didik kelas 6	50 orang

Ada 50 kaleng susu. Susu tersebut dibagikan kepada peserta didik. Agar setiap peserta didik mendapatkan susu terbanyak, maka susu diberikan kepada peserta didik....

Pilih kolom Benar untuk pernyataan yang sesuai dengan jawaban permasalahan. (✓)
Pilih kolom Salah untuk pernyataan yang tidak sesuai dengan jawaban permasalahan. (X)

Pernyataan	Benar	Salah
Kelas 3		✗
Kelas 4		✗
Kelas 6	✓	

Figure 9 Students mistake on Evaluation 2 Number 3

Based on figure 9 on the question of evaluation 2 number 3 there were 11 students wrong in answering the question. The students who answered the question were less wrong than in the previous meeting. The reason for the students error in responding was that the students understood the question, the students were still confused how to calculate to answer the issues presented. Students who answered correctly increased their literacy and numeration skills. Some students still need the support and guidance of teachers.

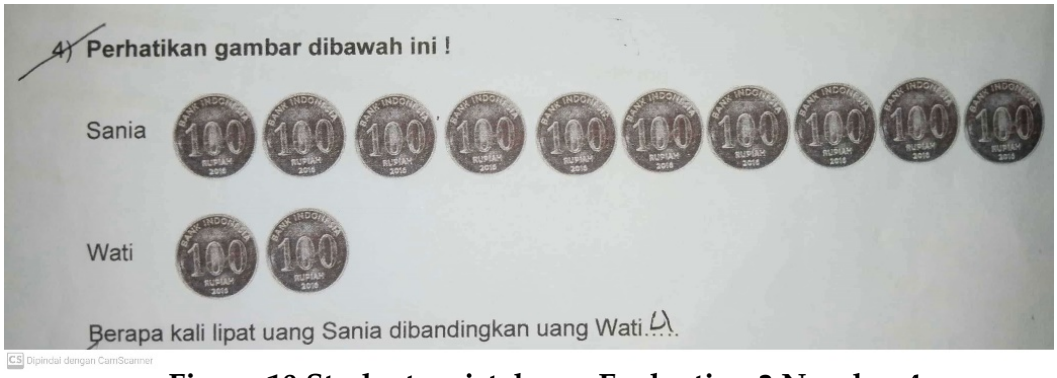


Figure 10 Students mistake on Evaluation 2 Number 4

Based on figure 10 on question 2 of evaluation number 4, there were 3 students who answered wrong. The reason for the students answering wrong was that the students understood the issue and understood how to calculate the answer. The students who responded wrong was less than the previous meeting. Students who answered correctly increased more than previous meetings. Students still need support and guidance from teachers.

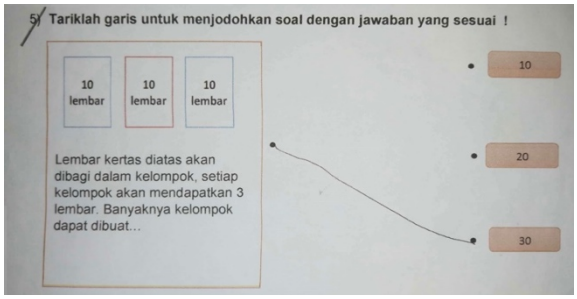


Figure 11 Students mistake on Evaluation 2 Number 5

Based on figure 11 on question number 5, there were 10 students who answered the wrong question. Students who answered incorrectly decreased slightly on previous meetings. The reason for the student answer is wrong is that the student does not understand the question and is still confused how to calculate to solve the question. The student has already answered according to the order of the question but is not accurate in answering. Students still need the support and guidance of teachers. During the process of explaining the material the students have been able to understand the material well, their enthusiasm in the learning process is quite large. Some students can understand the subject and can work, and the number of students who answer wrong is less than the previous meeting. Although scores have increased, some students still need the support and guidance of teachers.

Third Meeting Learning Activities

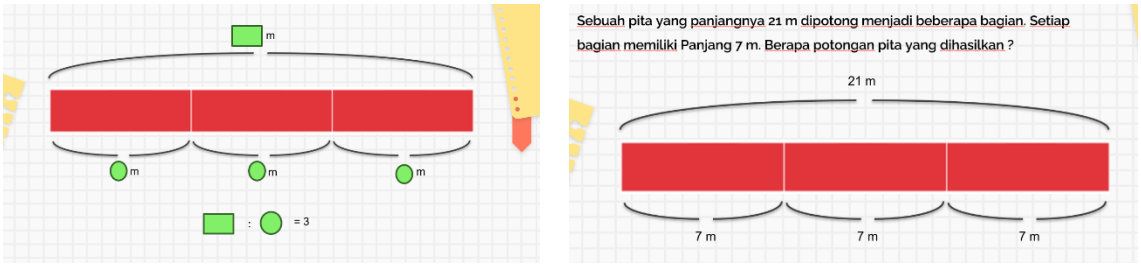


Figure 12 Third Learning Activity Situation

Based on figure 12 in situation 1 in the third meeting, the researchers displayed concrete media of the tape that has been cut into 3 parts, then the researcher asked the correct number to fill the empty box and the number for how many divided how many then the answer 3. From this situation obtained the response of the students observed the question from the investigator and some students who could know the answer. As for the anticipation that the researcher does if it does not match the prediction then the researchers will explain or give examples of issues related to the image of three that produces 3 pieces.

The researchers explained and evaluated the students answers regarding the division of concrete tape media, from this situation the students got the response to understand what the researchers and students were very enthusiastic about trying the concrete media of tape images with given issues or problem. The anticipation was made by researchers if it was not in accordance with the prediction then researchers would do questions and answers about the problems associated with the division using concrete media tape images so that the students understood and knew how to calculate it.

Third Meeting Observation

This observation is done by researchers to students by visiting the school in person to then implement learning using the learning designs that have been made. The researchers evaluate using the observation sheet reference that has been made. Not only that, the researchers also used the evaluation test result to measure numeration literacy and the ability of the learners in receiving the learning that has been done. Based on the evaluation sheet, the researchers used it as a bridge for researchers to make these observations.



Figure 13 Observing the third learning activity

Based on figure 13, the last lesson or day 3 of the lesson contained the researcher explaining division again at meetings 1 and 2, namely the rules for division, division of tens and hundreds. Students are formed into several groups, then the researcher holds a quiz regarding the distribution material and the group that can answer will get a star symbol, after the quiz is finished the group that gets the highest score gets a prize. Students are given LKPD, each group gets LKPD. The students discuss with their respective groups, then the students and their groups present their result. The final activity is that the researcher evaluates the students and distributes numeracy literacy evaluation questions to each student. Here's the data from the observation of the third learning activities that have been carried out.

Table 4 Data from the third observation of the students

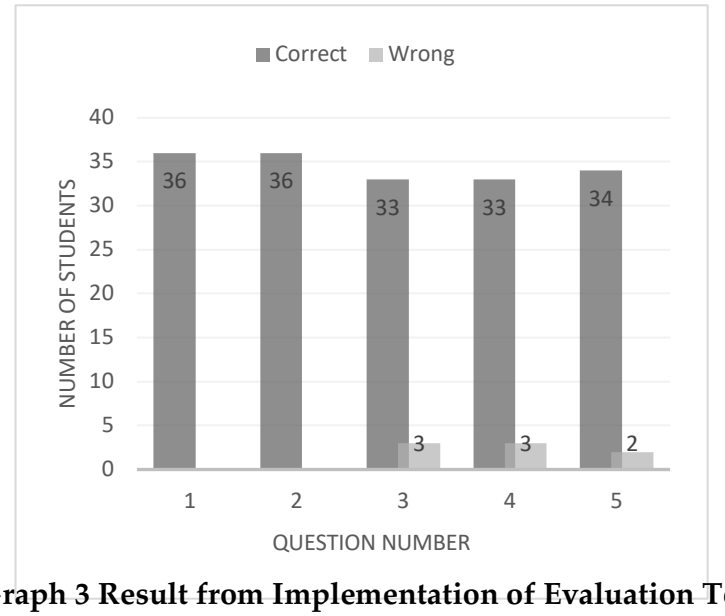
Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Observation Results
		Meeting Third
Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Perform division calculation operations correctly.	36 students are very capable.
	Solving division arithmetic operation problems in everyday life	36 students are very capable.
Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms (graphics, charts, tables, etc.)	3 students are quite capable and 33 students are very capable.
Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions on division arithmetic operations to solve problems.	3 students are quite capable and 33 students very capable.

	Predict and draw conclusions on the problems obtained.	2 students are quite capable and 34 students very capable.

Based on table 5 data observation results third that in the first sub indicator 36 students very capable, in the second sub indicators there are 36 students very capable. In the third sub indicator there are 3 students are quite capable and 33 students very capable, in sub indicator four there are 3 students are quite capable and 33 students very capable, in the fifth sub indicators there are 2 students are quite capable and 34 students very capable. From the observation of the third day, it can be concluded that there is an improvement in the literacy and numeration skills of the students, which is said to be because the students are already very capable, but there are still students who are quite capable but no students are not yet capable. Thus, it can be concluded that the results of observations on the application of division learning as supporting literacy numeration skills of students of class IV B conducted by the researchers during the 3 times meetings obtained results that application of learning to students every day continuously increases and is able to support the literation numeration ability of students, from the beginning the students have not been able to until the end the students are already very able in application learning.

Third Meeting Evaluation Test Results

The results of the student evaluation test also improved with the meeting of learning activities. At the third meeting, the enthusiasm of the students in accepting and understanding learning is greater than the first and second meetings. At the three learning meetings, the students are able to accept and understand the material. During the course of the learning activity, the students always give a good response and enthusiasm in following the learning activities carried out. This can be seen from the final results of students who have experienced an improvement from previous learning. At the third learning evaluation results the lowest score obtained is 80 and the highest score reaches 100. Here's the evaluation test at the third meeting.



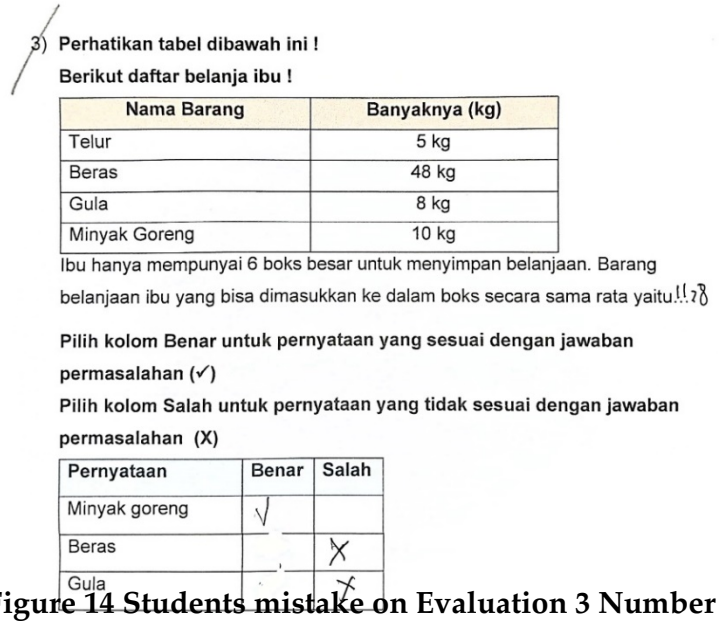
Graph 3 Result from Implementation of Evaluation Test 3

Based on graph 3 above, it is seen that there has been an increase in responses from previous meetings, in the process of elaborating on the third evaluation, the students are more focused and understand the subject. This is shown by the improvement in the final results of the students. on questions 3 and 4, the number of students who answered wrong and right is equal 33 responded correctly and 3 responded wrongly, and the number 5 responded incorrectly is very small only 2 students. In the process of the evaluation of this third meeting, there are few students who need guidance from the teacher to understand the information related to the subject. Here is the analysis of the results of the evaluation test 3.

Table 5 Data Analysis Results of Implementation Test Evaluation 3

Learning purpose	Numerical Literacy Indicators	Sub Indicator Literacy Ability Numeracy	Question Number	Evaluation Test Results 1
The students is able to understand the division rules and perform the division counting operations.	Use a variety of numbers and symbols related to basic mathematics to solve problems in a variety of everyday life contexts.	Solve the practical problem of division counting operations in everyday life.	1	36 students answered correctly.
			2	36 students answered correctly.
	Analyze information displayed in various forms (graphs, charts, tables, etc.)	Analyze the information according to the problem which is presented in various forms (graphics, charts, tables, etc.)	3	33 students answered correctly and 3 students answered incorrectly.
	Using interpretation of analysis result to predict and make decisions and conclusions.	Predict and make decisions to solve problem.	4	33 students answered correctly and 3 students answered incorrectly.
		Predict and draw conclusions on the problems acquired.	5	34 students answered correctly and 2 students answered incorrectly.

Based on table 6 on the evaluation of the third meeting on number 1 there were 36 students who answered correctly, on number 2 there were 36 students who replied correctly. On number 3 there were 33 students answering rightly, 3 students responding incorrectly, in number 4 there were 33 students replied rightly and 3 students answered wrongly. Next to the last number of 5, there were 34 students who answered correctly and 2 students answered wrongly. Here's a sample of students who answered the wrong question on the evaluation of the 3 meeting.



3) Perhatikan tabel dibawah ini !

Berikut daftar belanja ibu !

Nama Barang	Banyaknya (kg)
Telur	5 kg
Beras	48 kg
Gula	8 kg
Minyak Goreng	10 kg

Ibu hanya mempunyai 6 boks besar untuk menyimpan belanjaan. Barang belanjaan ibu yang bisa dimasukkan ke dalam boks secara sama rata yaitu...

Pilih kolom Benar untuk pernyataan yang sesuai dengan jawaban permasalahan (✓)

Pilih kolom Salah untuk pernyataan yang tidak sesuai dengan jawaban permasalahan (X)

Pernyataan	Benar	Salah
Minyak goreng	√	
Beras		X
Gula		X

Figure 14 Students mistake on Evaluation 3 Number 3

Based on figure 15 on question 3 of evaluation number 3, there were 3 students who were wrong in answering the questions. Students who answered less wrong than the previous meeting. Cause of the students error in answering is that the students is still confused how to calculate to answer the problem presented. Students who answered correctly increased their literacy and numeration skills. Few students still need the support and guidance of the teachers.

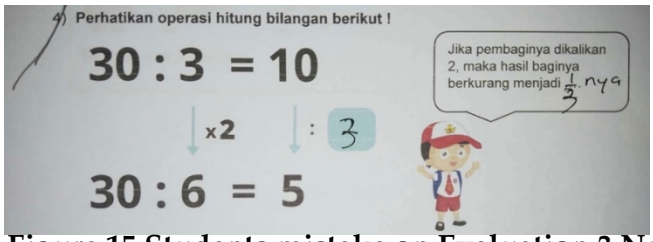


Figure 15 Students mistake on Evaluation 3 Number 4

Based on figure 16 on the question of evaluation 3 number 4 there are 3 students who answered wrong. Cause of the students answering wrong is that the students do not remember the division and do not know how to calculate to answer the question. Students don't like to read, which is why they're wrong in answering evaluations. Few students still need the support and guidance of teachers.

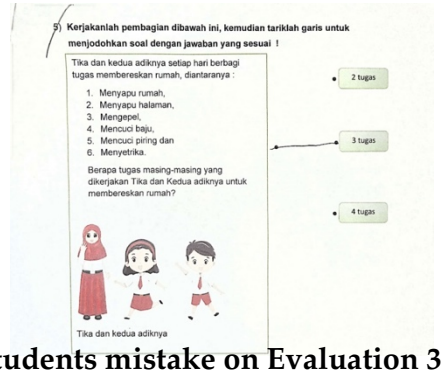


Figure 16 Students mistake on Evaluation 3 Number 5

Based on figure 17 on question number 5, there are 2 students who answered the question wrongly. The students who responded were less than in the previous meeting. The reason why the students answered wrongly is that the students understood the question and were still confused how to calculate to solve the question. The students has already answered the question as ordered, but has not answered correctly. Few students still need the support and guidance of teachers.

At the evaluation of the first, second, and third meetings there were still students who still answered wrong on the number 3,4,5. On the number had indicators of literacy numeration the second and third. Although there are still those who answer wrong but every meeting of students who answered wrong decreased as the meeting was conducted. The numbering literacy of the students also improved with the meetings. Indicators of literacy numeration of students who are still answering the question of the evaluation is; analyze the information presented in various forms (graphs, tables, charts, etc.), using the interpretation of the results of the analysis to predict and make conclusions and decisions. Few students still need the support and guidance of teachers to solve the problem contained in number 3,4,5. There was an improvement in the students learning outcomes from the first meeting, second meeting, third meeting showing that the learning process carried out can affect the learning outcome. The learning designs that have been offered can help improve the numeration literacy of students under the guidance of teachers. The response and enthusiasm of students is also very good to the learning done. The students is able to understand the material well. The improvement in the final results shows that the learning process is already effective and can support, the learning design offered are well accepted. The results of the study showed that the numbering literacy of the studet increased with the meeting of the learning activities carried out and the students response was good and happy in conducting learning activities using the learning design offered, can be said as such because it was supported by observation sheets, interviews of teachers and students, and evaluation test.

Interview

The interview was conducted with the teacher of class IV B on October 13, 2023, and here are the results of the interview with teacher of grade IV B.

Research : "Have numeration literacy activities been implemented in class, sir ?"
Teacher : "Well, I've been applying the numeration literacy every 15 minutes before school starts because it's a school program, so it isn't just 4 grade."
Research : "Numeration literacy activity like what has been applied by the teacher ?"
Teacher : "Just like I explained before, 15 minutes before the lesson was given about examples of stories in everyday life."
Research : "How to apply numeration literacy activities in class ?"
Teacher : "It's applied by associating with problems in everyday life as it used to be in daily life, so that children get used to the numbers or symbols that are present in day to day life."
Research : "Any factors that cause the student difficulty in implementing numeration literacy in learning ?"
Teacher : "Factors here cause students difficulty is usually a lack of children in reading or there is mathematics counting. So, the kids are less interested or less interested."
Research : "Whether numeration literacy activities have been applied in mathematics lesson loads ?"
Teacher : "The literacy of numeration has been applied in mathematical learning especially in the IV grade, yesterday I learned about the division of literacy and numeration of its division. For literacy there is usually an example of the story then associated with the division or overlap of mathematics lessons."
Research : "Are there any obstacles that learners experience in applying numeration literacy to mathematics lesson loads ?"

Teacher : "As I said before, a child's lack of interest in reading about stories may be about stories that are too long or too many numbers. So it's making child less interested, so there's a barrier in learning mathematical numeration literacy."

Research : "Did you ever give a question related to numeration literacy to a students ?"

Teacher : "Sometimes, I'm sure, because in the IV grade of this mathematical division, there's already a numbering literacy issue related to everyday life."

Research : "In its implementation, whether numeration literacy activities applied in mathematics lesson loads can support the learning results of students ?"

Teacher : "It must have been very helpful to students in understanding the various issues of literacy numeration in learning mathematics it was very helpful."

Research :"What do you think about the learning design offered in division learning ?"

Teacher : "Yeah, the designs offered in the learning that you did that yeah I think is was bery good already very good because supported by teaching materials, concrete learning media images like that are already very helpful in learning can give real examples so children are more interested in what is delivered."

Research : "Is learning design sufficiently effective in improving the numeration literacy of the students ?"

Teacher : "If I think after looking at the design and you've already applied it in learning I think it's pretty effective because the children already look very interested in the learning activities you're doing."

Class IV B teacher says that numeration literacy activities have been implemented. The numeration literacy activity carried out by the teacher of class IV B is 15 minutes before the lesson is given about stories in everyday life. In general, the obstacles experienced by the students are that the students do not like to read, the children do not have an interest in reading stories. The teachers of class IV B have already given numeration literacy issues related to everyday life. The literacy activities applied in the mathematical lesson load can support the students learning results and there is an increase in the value of the students. As the learning process continues, it is realized that the numbering literacy skills of the students need to be improved. Therefore, there is a need for new innovations as an effort to improve the numeration literacy abilities of the learners. Teachers of class IV B say that the learning design offered in learning is already very good because supported by teaching modules, concrete image learning media, innovative teaching materials are already very helpful in learning can provide real examples so students are more interested in what is delivered. The teacher of class IV B argued that the application of the learning design offered was already effective in supporting the numeration literacy skills of the students because the students was already seen to be very interested in the learning activities and the learning outcomes of students increased as the meetings were conducted.

Interviews with students were conducted on October 13, 2023, this interview was conducted with 5 students as samples. This interview aims to find out the students responses to the learning designs offered. The students were given numeration literacy questions by the teacher of class IV B. Here is the dialogue interview with one of the students.

Research : "Did the teacher ever give you questions (numeration literacy ?"

Luthfia : "Ever"

Research : "What obstacles do you encounter in the implementation of numeration literacy learning activities ?"

Luthfia : "I don't remember"

Research : "Not remembering division ?"
Luthfia : "Yeah, but a little"
Research : "What's you the opinion after conducting mathematical learning division ?"
Luthfia : "Happy"
Research : "What do you understand after this lesson ?"
Luthfia : "Division"
Research : "How do you feel after learning using division learning designs as supporting numeration literacy skills ?"
Luthfia : "Happy "
Research : "From this material you can use for what in everyday life ?"
Luthfia : "Sharing food and drink"
Research : "Yeah, thank you luthfia"

The above dialogue is one of the results of interviews with students related to learning design. 3 out of 5 students experience difficulties in understanding material, have not remembered the division, and have not understood the matter. Students are happy after learning mathematics material division. The students feelings after learning using the learning design offered are joyful. According to the students, the division material can be used in everyday life by distributing food, drinks, and toys. The results of interviews with students of class IV B, according to the students of learning design offered can help them understand the material. They can accept learning easily and pleasantly. Though they still do not understand the material or the subject given but they can receive learning with the guidance of the teacher. Through the design of learning in the material of this division they get new knowledge with new innovations that have been given to the researchers. It provides benefits for them to support, improve numeration literacy and be able to understand the material division can be done in everyday life.

Discussions

The learning design offered begins with the creation of learning tools in the form of teaching modules, teaching materials, learning media and evaluation. Design learning division material so that you can get to know division material in everyday life situations, and can also solve problems or obstacles that arise when learning division, one of which is by using concrete learning media images as a tool to facilitate students understanding of division material, in this way learning will be more optimal. Teachers are expected to be able to analyze students needs according to the environment and conditions of students as well as learning objectives (Putri,2021). Good in determining the methods pr even media used in the learning process (Puspitaningrum et al, 2018). Therefore, researchers created a division learning design to support students numeracy literacy skills which can help teachers in learning so that learning is more effective, structured, in the learning design created by researchers which contains teaching modules, teaching materials, evaluation questions, and learning media concrete image. This makes it easier for students to understand the material, they don't get bored easily, learning becomes more innovative, and students become more active.

In this study, the researcher used a written test in the form of evaluation questions per individual to find out how far the students understanding of division learning and to find out whether or not the students numeracy literacy skills were supported. The test given by researcher have different levels and material at each learning activity meeting. The level of difficulty of this written test will vary if it is given to other students at different schools. The results obtained will be the same if the test is given to students who have similar characteristics (Hamdu et al, 2020). There are two indicators, namely analyzing information displayed in various forms (graphs, tables, charts, etc.), using the interpretation of the result of the analysis to predict and draw conclusions and decisions where some students often answer questions incorrectly on these indicators. These indicators are located in question numbers 3.4.5. These mistakes made by students occur

because students lack practice in working on questions (Nasrudin in Ayu Fitriah, 2022). In the first meeting, many people made mistakes and answered incorrectly, but in the second and third meeting there fewer students who answered incorrectly on question number 3,4,5 at the third meeting there were few students who still answered the questions incorrectly. So, it can be said that not all students are perfect in their numeracy literacy skills but it can be said to be good or can be supported because students can improve with meetings and students mistakes also decrease with meeting.

Numeracy literacy is part of mathematics, in terms of the numeracy literacy component taken from the scope of mathematics in the 2013 curriculum. One of the mathematics coverage in the 2013 curriculum is numbers. The literacy component in question is estimating and calculating with whole numbers (Kemdikbud, 2017). Numeracy literacy skills are needed in all aspects of life, both at home and in society. In everyday life and society, for example when sharing food or goods, planning holidays, calculating money received from parents, knowing what time it is. At stated by the Class IV B teacher, students numeracy literacy activities have been implemented in class IV B because of a program from the school, implemented by linking learning material to everyday life. In learning activities, researchers also implemented numeracy literacy abilities. Studens numeracy literacy abilities increase as they meet learning activities, from those who are not yet capable to very capable.

Apart from that, researchers use concrete learning media images can be an alternative for learning to be more innovative, the use of media in learning can help children by providing meaningful experiences. The use of learning media can make it easier for students to understand things from the abstract to the concrete (Qureshi et al, 2022). Image concrete media is one of the visual media or media that can be seen by the eye, visual perception is not only seeing objects clearly by seeing something static, dynamic or more complex, but also includes vision. Seeing multiple stimuli change over time and processes helps students interpret the meaning and relevance of these stimuli (Alenizi, 2019). From learning activities using learning media, students responses were very happy and very enthusiastic about trying concrete image media. In learning activities, students have a happy and happy responses in participating in learning activities regarding distribution material.

Academic coverage of the importance of the relationship between theory and practice, and the level of difficulty of use determine others areas of work (Torres, 2021). It was concluded that material must be designed in a mathematical language that is accessible to students to contribute to mathematics learning activities. They also emphasized that mathematical content must be explained using algorithms that are easy to understand according to the cognitive abilities of each student, and it is necessary to emphasize the relationship between theory and practice so that the material can guide students to learn better.

Based on the results of the research conducted, it was found that the results of implementing the division learning design to support student numeracy literacy showed gradual improvement, this was proven through the results of observations, interviews, and evaluation questions. Observations showed that the students application continued to increase every day, from the beginning when the students were not yet capable until finally the students were capable or very capable in their numeracy literacy skills. The results of the interview from the class IV B teacher stated that the learning design offered was quite effective in supporting students numeracy literacy skill, and the results of the interview in implementing the learning design for dividing the numeracy literacy skills of students received learning easily and pleasantly so that students numeracy literacy skills could improve along with the learning activities carried out. On evaluation questions, the results obtained increased at each meeting so that many students got perfect scores. Student learning outcomes Application Division Learning Design to Support Students Literacy Numeracy Abilities can make it easier for students to understand and be able to apply it in everyday life.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of division learning design as a support for students numeracy literacy abilities can help in supporting students numeracy literacy abilities. It is proven from the research results that it was found that class IV B students were able to accept the learning design even thought some students still had guidance from the teacher.

An indicator of numeracy literacy ability is analyzing information displayed in various forms (graphs, tables, charts, etc.), using the interpretation of the results of this analysis to predict and draw conclusions and decisions. This indicator is found in questions number 3,4, and 5, there are students who still solve the questions incorrectly, although the number of students who solve the questions incorrectly decreases along with learning activity meetings, but in doing so students still have to be accompanied and guided by the teacher. The final results obtained by students have increased, the increase that occurs in students shows that students numeracy literacy skills have also increased. This shown in the students happy and good responses during the learning process. The existence of innovative learning with the help of concrete learning media images can inspire students enthusiasm for participating in learning. However, in this case students still need assistance or guidance from teachers in the process of understanding information so that students numeracy literacy skills always increase.

Based on research that has been conducted, it shows that students numeracy literacy skills increase as learning activities and new innovations in learning activities meet. With teacher assistance and innovative learning development, student will be very enthusiastic, enthusiastic and feel helped in the ongoing learning process. There is a need for assistance to students so that their numeracy literacy skills continue to improve well.

Teachers can apply the learning design offered or develop these learning design as a form of developing learning innovation in the classroom. The use of concrete learning media with images can be an alternative learning method to help students understand the learning material. Providing questions related ro numeracy literacy is very necessary to support students numeracy literacy abilities. Regarding facilities and infrastructure, it is better if the class provides a microphone and speaker for learning activities because there are a large number of students and many students are crowded together, it is fun to talk with their friends so that teachers voice is clearer, the class and teacher are more comfortable so that the throat doesn't hurt easily.

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