Module designation	**Teaching Materials Analysis** **Indonesian title:** *Analisis Bahan Ajar* **Course code:** 8420203244
Semester(s) in which the module is taught	Semester 6 (Third year)
Person responsible for the module	**Coordinator:** Dr. Endah Budi Rahaju, M.Ed. **Teaching staff:** Dr. Endah Budi Rahaju, M.Ed.; Dr. Susanah, M.Pd.; Dr. Sri Suryanti, M.Pd.; Dr. Ismail, M.Pd.
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** Textbooks, learning modules, PowerPoint presentations, instructional videos, digital learning resources, mathematics teaching materials, interactive learning applications, Learning Management System (LMS)
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 3 CU × 170 minutes × 16 weeks = 8,160 minutes = 136.00 hours (≈ 4.77 ECTS) **Contact hours:** lectures, 3 × 50 minutes per week × 16 weeks = 40.00 hours (class hours per week: 510 minutes = 8.50 hours, including structured activities) **Private study including examination preparation:** structured assignments, 3 × 60 minutes per week × 16 weeks = 48.00 hours; independent study, 3 × 60 minutes per week × 16 weeks = 48.00 hours (total 96.00 hours)
Credit points	3 CU (4.77 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-3: Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • PLO-6: Demonstrate mathematical knowledge and insight. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done.
Content	Teaching Materials Analysis course aims to develop students' knowledge and skills in analyzing, evaluating, and developing teaching materials in accordance with curriculum requirements, learning objectives, and students' needs. The course covers the concepts, principles, characteristics, and types of teaching materials; criteria for selecting and evaluating teaching materials; content accuracy and relevance; language and presentation; and the integration of

<table>
<tr><td></td><td>technology and contextual approaches in teaching materials development. Learning activities include case analysis, group discussions, presentations, and project-based assignments. Through this course, students are expected to develop critical, systematic, and creative thinking skills in assessing the quality of teaching materials and proposing improvements to support effective, inclusive, and meaningful learning. This course also supports the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), through the development of high-quality and inclusive learning resources, and SDG 5 (Gender Equality), through the promotion of gender-responsive, equitable, and non-discriminatory teaching materials.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-6</td><td>5</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-6</td><td>5</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-6</td><td>5</td></tr>
<tr><td>4</td><td>CLO-2</td><td>PLO-6</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-6</td><td>5</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-6</td><td>5</td></tr>
<tr><td>7</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>8</td><td>CLO-3</td><td>PLO-3</td><td>10</td></tr>
<tr><td>9</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>11</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>12</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>13</td><td>CLO-4</td><td>PLO-8</td><td>5</td></tr>
<tr><td>14</td><td>CLO-4</td><td>PLO-8</td><td>5</td></tr>
<tr><td>15</td><td>CLO-4</td><td>PLO-8</td><td>5</td></tr>
<tr><td>16</td><td>CLO-4</td><td>PLO-8</td><td>20</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
</table>

Reading list	1. Zeynivandnezhad, F., Saralar-Aras, I., & Halai, A. (2024). A Refined Framework for Qualitative Content Analysis of Mathematics Textbooks. Eurasia Journal of Mathematics, Science and Technology Education, 20(3), em2412. https://doi.org/10.29333/ejmste/14284 . 2. Ramda, A. H. (2017). Analisis kesesuaian materi buku teks Kemendikbud matematika kelas VII dengan Kurikulum 2013. PYTHAGORAS: Jurnal Matematika dan Pendidikan Matematika, 12(1). https://doi.org/10.21831/pg.v12i1.14057 3. Kementerian Pendidikan Dasar dan Menengah. (2025). Panduan Mata Pelajaran Matematika: Fase A–F dan Fase Tingkat Lanjut. https://repositori.kemendikdasmen.go.id/33608 . 4. Kementerian Pendidikan Dasar dan Menengah. Sistem Informasi Perbukuan Indonesia (SIBI). https://buku.kemendikdasmen.go.id/