



MINISTRY OF HIGHER EDUCATION, SCIENCE, AND
TECHNOLOGY

UNIVERSITAS NEGERI SURABAYA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION

Ketintang Campus, Jalan Ketintang, C8 C9 Building, Surabaya 60231

Phone: +62 895335466373, email: s1-pmat@unesa.ac.id

Website: <https://pendidikan-matematika.fmipa.unesa.ac.id/>

Undergraduate Program of Mathematics

Module Handbook

Module Name:	Teaching Materials Analysis/ Analisis Bahan Ajar
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420203244
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	6 th / Third year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M.Ed.
Lecturer(s):	Dr. Endah Budi Rahaju, M.Ed. Dr. Susanah, M.Pd. Dr. Sri Suryanti, M.Pd. Dr. Ismail, M.Pd.
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ elective studies
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual Study/ 2 x 170 minutes = 340 minutes = 5.7 hours lectures
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">• 2 hours lectures (2 x 50 minutes) per week,• 2 hours assignments (2 x 60 minutes) per week,• 2 hours individual study (2 x 60 minutes) per week, Total workload: 16 x 2 x 170 minutes = 5,440 minutes = 90,67 hours = 3.1 ECTS*
Credit Point:	2
Requirements:	N/A



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Learning Goals:	<p>PLO-2: Demonstrate resilience, collaboration, adaptability, innovation, inclusivity, lifelong learning, and an entrepreneurial spirit.</p> <p>PLO-7: Mastering pedagogical knowledge in teaching and assessment in accordance with the development of a transformative curriculum and technological advancements, with a focus on realistic mathematics education and edupreneurial leadership.</p> <p>PLO-8: Demonstrate the skills to design, implement, and evaluate technology-based mathematics learning that is adaptive and innovative.</p>																												
Content:	<p>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 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.</p> <p>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.</p>																												
Study/exam achievements	<ul style="list-style-type: none">Students are considered competent and pass if the final score is at least 55 or C.Final score is calculated as follows: <table><tr><th>Week</th><th>Course Learning Outcomes (CLO)</th><th>Programme Learning Outcomes (PLO)</th><th>Evaluation (%)</th></tr><tr><td>1</td><td>CLO-1</td><td>PLO-7</td><td>5</td></tr><tr><td>2</td><td>CLO-1</td><td>PLO-7</td><td>5</td></tr><tr><td>3</td><td>CLO-1</td><td>PLO-7</td><td>5</td></tr><tr><td>4</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr><tr><td>5</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr><tr><td>6</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr></table>	Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)	1	CLO-1	PLO-7	5	2	CLO-1	PLO-7	5	3	CLO-1	PLO-7	5	4	CLO-2	PLO-7	5	5	CLO-2	PLO-7	5	6	CLO-2	PLO-7	5
Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)																										
1	CLO-1	PLO-7	5																										
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3	CLO-1	PLO-7	5																										
4	CLO-2	PLO-7	5																										
5	CLO-2	PLO-7	5																										
6	CLO-2	PLO-7	5																										



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7	CLO-3	PLO-2	5
8	CLO-3	PLO-2	10
9	CLO-3	PLO-2	5
10	CLO-3	PLO-2	5
11	CLO-3	PLO-2	5
12	CLO-3	PLO-2	5
13	CLO-4	PLO-8	5
14	CLO-4	PLO-8	5
15	CLO-4	PLO-8	5
16	CLO-4	PLO-8	20

- Final index is defined as follows:

Index	Converted Score	Score Range
A	4.00	$85 \leq A \leq 100$
A-	3.75	$80 \leq A- < 85$
B+	3.50	$75 \leq B+ < 80$
B	3.00	$70 \leq B < 75$
B-	2.75	$65 \leq B- < 70$
C+	2.50	$60 \leq C+ < 65$
C	2.00	$55 \leq C < 60$
D	1.00	$40 \leq D < 55$
E	0.00	$0 \leq E < 40$

Forms of Media

Textbooks, learning modules, PowerPoint presentations, instructional videos, digital learning resources, mathematics teaching materials, interactive learning applications, Learning Management System (LMS)

Literature

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/>



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Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) $1 \text{ CU} = 170 \times 16 = 2.720 \text{ minutes}$ or 45.3 hours. Therefore, workhours in 144 CU $\times 45.3 \text{ hours} = 6.523,2 \text{ hours}$. Unesa decided that 1 ECTS with 144 CU, $6.523,2/229 \text{ ECTS} = 28.48 \text{ hours}$, so that $1 \text{ CU} = 1.59 \text{ ECTS}$
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