

## DEVELOPMENT OF TEACHING MATERIALS E-BOOK THEME 8 SUBTEMA 1 IN CLASS VI SOCIAL LEARNING

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### Abstract

*This research is research that develops teaching materials in the form of e-books. The problems underlying this research include social studies learning which is considered monotonous and boring because learning activities still depend on textbooks, apart from that the use of technology in social studies learning is still not optimal so that KBM becomes less interactive. The aim of this research is to describe development e-book teaching materials for theme 8 subtheme 1 in class VI social studies learning, to find out appropriateness of e-book teaching materials for theme 8 subtheme 1 in class VI social studies learning, and for find out user responses to e-book teaching materials for theme 8 subtheme 1 on learning Social Sciences class VI. The research method used is research and development (R&D) with the ADDIE model, namely analysis, design, development, implementation and evaluation. This research produces a teaching material product in the form of an e-book which is uploaded on issuu page. Development of e-book teaching materials that obtain a percentage of validation from experts including: 80% material expert with "decent" criteria, 95% language expert with "very" criteria worthy", and media experts 90.66% with the criteria "very worthy". This implementation phase consists of: over three stages, namely a one to one test with 3 female students as respondents The percentage result was 90.27% while the results of a small scale trial on 8 female students were obtained the percentage result was 91.59% and the large-scale test on 20 students obtained the percentage amounting to 83.09%. At the implementation stage, class teacher responses were also found to be 94.78%*

**Keywords:** Development; Teaching Materials; Social Studies.

### Abstrak

Penelitian ini merupakan penelitian yang mengembangkan bahan ajar berbentuk e-book. Masalah yang melandasi penelitian ini diantaranya pembelajaran IPS yang dinilai monoton dan membosankan karena kegiatan pembelajaran yang masih ketergantungan pada buku paket, selain itu pemanfaatan teknologi dalam pembelajaran IPS masih kurang optimal sehingga KBM menjadi kurang interaktif. Tujuan penelitian ini adalah untuk menggambarkan pengembangan bahan ajar e-book tema 8 subtema 1 pada pembelajaran IPS kelas VI, untuk mengetahui kelayakan bahan ajar e-book tema 8 subtema 1 pada pembelajaran IPS kelas VI, dan untuk mengetahui respon pengguna terhadap bahan ajar e-book tema 8 subtema 1 pada pembelajaran IPS kelas VI. Metode penelitian yang digunakan yakni penelitian dan pengembangan (R&D) dengan model ADDIE yaitu analysis, design, development, implementation dan evaluation. Penelitian ini menghasilkan sebuah produk bahan ajar dalam bentuk e-book yang diunggah pada laman issuu. Pengembangan bahan ajar e-book yang memperoleh persentase validasi dari ahli diantaranya: ahli materi 80 % dengan kriteria "layak", ahli bahasa 95 % dengan kriteria "sangat layak", dan ahli media 90,66 % dengan kriteria "sangat layak". Tahap implementasi ini terdiri atas tiga tahapan yaitu uji one to one dengan responden sebanyak 3 orang siswi memperoleh hasil persentase sebesar 90,27 % sementara hasil uji coba skala kecil pada 8 siswi memperoleh hasil persentase sebesar 91, 59 % dan uji skala besar pada 20 siswa memperoleh persentase sebesar 83, 09%. Pada tahap implementasi juga didapati respon guru kelas sebesar 94,78%.

**Kata Kunci:** Pengembangan; Bahan Ajar; IPS.

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## Introduction

Education is something that is very influential and crucial for humans. Education plays an important role in efforts to optimize the learning process, which includes developing students' learning potential so that it can be applied in their daily lives (Palupi et al., 2022). Nurjanah (2018) put forward the definition stated in Law No. 20 of 2003, maximum learning can only be achieved with full awareness and understanding of the importance of education. With this foundation, students are able to explore and develop their potential optimally. To realize this, success in the world of education requires a joint commitment from all parties involved. Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning teacher pedagogical competence explicitly mentions the use of learning technology as one of the competencies that teachers must master in managing student learning.

Panen (2001 in Novelza et al., 2024). Stated that one form of utilization is the use of digital teaching materials. According to Sari et al. (2021), the development of teaching materials is very necessary to fulfill two main things, namely the curriculum and the characteristics of students. By paying attention to these two aspects, the teaching materials produced will be relevant to the curriculum as well as in accordance with the characteristics of the students. Kosasih (2021) stated that teaching materials are a tool or resource used by teachers and students to facilitate the learning process. Teaching materials can take the form of various things that are considered to be able to contribute to increasing the knowledge and learning experience of students. In other words, teaching materials are everything that is used in teaching and learning activities, both by teachers and students, with the aim of facilitating the delivery and absorption of material so that it can broaden the horizons and competencies of students. Ulfa & Prayogo (2023) stated that the use of teaching materials has an important meaning in the learning process, especially in the context of implementing the 2013 Curriculum.

Technology can be utilized to support learning by developing interactive and comprehensive digital teaching materials. Yulaika et al. (2020) stated that these digital teaching materials include learning materials, Basic Competencies (KD) and evaluations to measure learning achievement. Based on the opinion of Michael F. Suarez and Wooudhuysen (2013, in Meidita & Susilowibowo, 2021) E-books are representations of books in digital form produced using computers or other similar electronic equipment, which not only contain text but can also combine various multimedia elements such as audio, visuals, and animation, which as a whole will characterize its format as an electronic book.

Effective teaching materials must be designed systematically with the aim of facilitating students to achieve their learning goals. And with the advancement of technology, teaching materials can be packaged into a more sophisticated digital format (Manalu, 2023; Pornasari, 2016). The digital format here is in the form of e-book teaching materials (digital books). E-books are digital versions of printed books that are packaged in an interactive flipbook format containing multimedia such as images and hyperlinks to make them more interesting. E-books are systematically arranged in small units to facilitate independent learning to achieve certain goals and can be accessed from electronic devices connected to the internet (Manalu, 2023; Pornasari, 2016). Considering the previous explanation, researchers are encouraged to compile and develop teaching materials in digital format (e-books) which will later be uploaded and published via the Issuu website.

Priyatna (2022) in his research stated that the Social Sciences (IPS) subject taught at elementary school level is one of the subjects that has an important role in developing a young generation that is intelligent, critical, and cares about society. Through IPS, students are

equipped with the knowledge and skills needed to become future leaders who are able to bring positive change to the nation and state (Ruminiati in Dede Sulastri, 2023).

The results of observations and interviews conducted at Baiturrahman Islamic School with teachers and students of grade VI, the availability of teaching materials is still limited to the textbooks provided. ASEAN material on theme 8 learning 1 tends to be understood by students because it is identical to memorization. The inability to optimize social studies learning is also based on the limited time for teachers to deliver learning materials. The lack of technology integration in the learning process is also a driving factor in the difficulty of optimizing learning and the difficulty of students in understanding the material being taught. In addition, conventional teaching methods are considered ineffective due to the ineffectiveness of conventional teaching methods and the lack of interactivity and variation in presenting the material. These various facts and conditions are certainly problematic in the learning process. The use of teaching materials used certainly has implications for the material being taught and the goals to be achieved. Basically, social studies learning in elementary schools needs to be supported by the characteristics of the students themselves. Understanding student characteristics needs to be known by teachers to be used as a reference and consideration when developing teaching materials. One of the supports that can be used in the process of delivering social studies material is by using digital teaching materials. Digital teaching materials open the gates to a vast and interesting world of knowledge for students. Various materials are presented in interactive formats, such as text, images, interactive quizzes, and videos, helping students understand the material more easily and enjoyably. The digital content that has been developed has certainly been updated in terms of the materials presented.

Wibisari & Mulyani's (2023) research entitled "Development of E-Book-Based Science Teaching Materials as Learning Media for Grade V Elementary Schools" provides real evidence of the effectiveness of digital teaching materials in improving the quality of learning. This study developed an e-book as a learning medium for heat and its transfer material for grade V students of SD Mutual 2, Magelang City. The results of the study showed that the developed e-book was feasible for use in science learning. then Damayanti., et al. (2023) in their research entitled "Development of Flipbook-Based E-book Teaching Materials on Subtheme 2 Environmental Change" showed the feasibility of using flipbook-based e-books in the learning process in grade V of SDN Menteng. Based on the available information, some gaps that might be filled by this study are Specific focus on ASEAN material for grade VI of elementary school, Development of digital teaching materials that include various multimedia elements, Integration of technology in social studies learning at the elementary school level and Use of the Issuu platform for e-book publication, which may not have been widely studied before.

Some relevant theories include 1) Constructivism theory: Students construct their own understanding through interaction with digital materials, 2) Multiple intelligences theory: E-books can accommodate various learning styles through multimedia elements, 3) Cognitive theory of multimedia learning: The use of various media can enhance cognitive processes and understanding and 4) Connectivism theory: Digital teaching materials allow students to connect with wider sources of information. Thus, this study is expected to provide a better understanding of the design of development, feasibility, and user responses to e-book teaching materials for Theme 8 Subtheme 1 in IPS learning for grade VI, as well as provide relevant recommendations for related parties, such as teachers, teaching material developers, and educational researchers in this field.

## **Research Method**

This research is research and development. Cahya et al. (2022) put forward Sukmadinata's opinion about R&D which is a series of stages or procedures that are gone through to create a new product or improve the quality of an existing product, the results of which can ultimately be accounted for. In the realm of education, the results obtained can be in the form of curriculum, learning media, lesson plans, and the like. This study uses the type of research and development because it has the main objective of developing teaching materials and then testing their feasibility. The teaching material product that will be developed by the researcher is a digital book (e-book) containing ASEAN material in grade 6 of elementary school on theme 8 sub-theme 1.

The model used in this study is the ADDIE model. Referring to Violadini & Mustika (2021), the ADDIE Model was first introduced in the 1990s, which was the result of development by Reiser and Mollena. This model has 5 stages in product development, namely analysis, design, development, implementation, and evaluation. The ADDIE model was chosen as the framework for this study because of its systematic nature and is based on learning design theory. The ADDIE model (Analysis, Design, Develop, Implement, Evaluate) is a systematic guide consisting of five steps to develop various learning products (Hapiz, 2022). The ADDIE model is indeed a solid choice for research on the development of digital teaching materials, because it is in accordance with the Research Objectives The ADDIE Model is very suitable for the purpose of developing digital teaching materials for social studies subjects, because it allows researchers to focus on important aspects such as content design, interactivity, and effectiveness evaluation. The ADDIE model is also considered to integrate formative evaluation at every stage, not just at the end of the process. This allows for continuous improvement throughout the development process, which is critical in creating effective digital teaching materials.

Participants involved in this study were material experts, language experts, and media experts as expert validators and users consisting of educators and grade VI elementary school students totaling 32 people. This study was conducted at Baiturrahman Islamic School. The school is located in the Lingga Jaya Housing Complex, Mekargalih Village, Jatongor District, Sumedang Regency. The determination of the sample of this study used the purposive sampling technique. According to Neumann (2014), purposive sampling is a way of taking samples intentionally based on the researcher's consideration (judgment) regarding several characteristics of population members that are in accordance with the objectives of the study.

The data collection technique used in this study was an unstructured interview which was more open and flexible. The observation conducted in this study was an unstructured observation, and in this study two types of questionnaires were used, namely a validation questionnaire and a response questionnaire. The validation questionnaire was used to assess the feasibility of e-book teaching materials given to material experts, language experts and media experts. Meanwhile, the response questionnaire was given to users, namely teachers and students of class VI Baiturrahman Islamic School. Alhamid & Anufia (2019) stated Gulo's opinion, a research instrument is a written guideline prepared to obtain data, either in the form of an interview guideline, observation guideline, questionnaire, or documentation guideline, the selection of which is adjusted to the research method to be applied. In preparation for conducting interviews, researchers need to prepare a comprehensive guide. The process of compiling questions for teaching materials is based on an analysis of actual needs in the field.

This interview is aimed at educators with the main aim of identifying specific needs related to learning media. The results of this interview will be an important foundation for researchers in designing and developing relevant and effective learning media. To ensure the eligibility of the material and content contained in the e-book teaching materials on ASEAN material, this study uses a questionnaire assessment sheet by experts. In addition, a questionnaire response sheet for educators was also used, namely a questionnaire filled out by educators to find out the response regarding the development of ASEAN e-books and a questionnaire response sheet for students filled out by students to find out the response regarding the development of ASEAN e-books.

This study combines qualitative and quantitative approaches in data collection. The qualitative aspect focuses on product improvement, utilizing input in the form of criticism and suggestions from experts in the fields of materials and media. Meanwhile, quantitative analysis uses descriptive statistical methods, which are based on data from assessment sheets filled out by material experts, media experts, and student responses through product trial questionnaires. To quantify the data from the questionnaire, this study adopted the Likert scale. Siregar (2013) explains that the Likert scale is an assessment instrument used to measure a person's opinion, perception, or attitude towards a particular phenomenon. In this context, the Likert scale allows researchers to convert qualitative responses into numerical data that can be analyzed statistically. The next analysis process involves calculating the percentage of scores based on the quantified data. This method allows researchers to interpret data in a more structured and objective manner, providing a clear picture of the assessment of the product developed from various perspectives, both from the perspective of experts and end users (students).

## Results and Discussion

### 1. Result

#### • Analysis

This analysis stage shows that there is an urgent need to develop more interesting and interactive social studies teaching materials. During the interview, it was found that social studies learning in class VI of Baiturrahman Islamic School still uses conventional teaching materials, therefore the researcher decided to develop digital teaching materials in the form of e-books in this study. The e-book developed by the researcher is expected to meet these needs and improve the quality of social studies learning in class VI of elementary school.

Before making the e-book, the researcher took an important step, namely identifying basic competencies that are relevant to the material. These basic competencies are determined based on the content standards of Permendikbud No. 37 of 2018 for class VI students. Based on the basic competencies and indicators that have been set, the researcher raised ASEAN material with a focus on the material on economic and political cooperation of ASEAN countries, ASEAN countries especially Singapore, Thailand, and the Philippines, and the founders of ASEAN. At this stage, the researcher also determined the tools needed in developing ASEAN e-book teaching material products.

#### • Design

The design stage is the second stage in e-book development, where researchers conduct an in-depth review of basic competencies to design a learning plan that is in accordance with the components of the teaching materials. :

##### a. Creating a Media Program Outline (GBPM)

Based on the results of the material analysis that has been carried out, a study of the material that will be used in the ASEAN e-book teaching materials in grade VI of Elementary School Curriculum 2013. especially the main topics of economic and political cooperation of ASEAN countries, ASEAN countries (Singapore, Thailand and the Philippines) and also the founders of ASEAN.

#### b. Creating a Storyboard

A storyboard is made to provide an overview of the design of the e-book teaching materials that will be developed

#### c. Creating Instruments.

This study utilizes several instruments to collect the necessary data and information such as interview instruments, expert validation questionnaires, student response questionnaires, and motivation questionnaires. For the interview instrument, a structured interview was used where the researcher prepared written questions to be asked to the resource person. The expert validation questionnaire uses a Likert scale with a score of 1,2,3,4,5 with the description very lacking, lacking, sufficient, good and very good. While for the student response questionnaire and motivation questionnaire using a Likert scale score of 1,2,3,4 with the description strongly disagree (STS), disagree (TS), agree (S) and strongly agree (SS).

- Development

#### a. Product Development

The e-book realization phase is the culmination of the e-book development process. In this phase, ideas and concepts are realized into products that are ready to use. In the development stage, researchers realize the concept that was previously designed in the storyboard. The creation of this product uses several supporting devices so that it can become an e-book Teaching Material.

#### b. Expert Validation

In this phase, validation is also carried out by experts in various fields to ensure the quality of the e-book and its readiness to help students in the teaching and learning process. Researchers are guided by the opinion of Akbar (2017) put forward by Vandriani & Firman (2020) which states that product validation can be carried out by one expert for each validation aspect. At this stage, three experts are needed to validate the material, media and language in order to produce a feasible product. Validation activities by experts aim to assess the products that have been developed by researchers. Media that has been validated will be revised according to suggestions from expert validators. After going through the validation process, the results obtained showed that the validation from material experts showed a percentage of 82.5% which was included in the very feasible category. Meanwhile, validation from language experts produced a percentage of 95% which was also included in the very feasible category. Meanwhile, validation from media experts reached a percentage of 91% and was considered very feasible to use without revision. However, several experts provided suggestions for improvement, including the use of better and correct Indonesian to be more effective, as well as paying closer attention to the use of capital letters and writing foreign languages in italics.

- Implementation

After the product was validated by experts, the researcher tested the e-book product that had been developed. The implementation steps went through three stages, namely individual testing conducted on three students, small group testing conducted on eight students and large group testing on 20 students. Product implementation was carried out to obtain user responses, namely students and teachers of grade VI of elementary school. The assessment from users also used a response questionnaire that was adjusted to the needs of the research.

a. Teacher response

The teacher response questionnaire was filled out by Mrs. Rosita S.Pd. who is a homeroom teacher and teacher in the subject of Social Studies. The analysis showed that the teacher response to the ASEAN E-book Teaching Material reached 93.91%, categorized as "Very Good" and did not require revision. However, Mrs. Rosita suggested adding the country coordinate points contained in the Social Studies learning theme 8 subtheme 1, and also removing the flag at the top of the page because it was considered too crowded, as well as adding pictures or animations of money from the ASEAN countries.

b. One to one trial

A one to one trial or individual test was conducted on three female students who were face to face with the researcher. The analysis showed that the One to One Test Results of 3 students on the ASEAN E-book Teaching Material reached 90.27%, categorized as "Very Good" and did not require revision.

c. Small group trial

The analysis showed that the Small group trial Results of 8 students on the ASEAN E-book Teaching Material reached 91.59%, categorized as "Very Good" and did not require revision.

d. Large group trial

The table analysis showed that the Large group trial Results of 20 students on the ASEAN E-book Teaching Material reached 83.09%, categorized as "Very Good" and did not require revision.

- evaluation.

The developed ASEAN e-book underwent a thorough evaluation to ensure its suitability for the development objectives. This evaluation was conducted after a trial involving individual, small, and large groups at the implementation stage. The trial results showed a very positive response from students to the multimedia learning video, with a percentage reaching 81-100%. However, several suggestions from the homeroom teacher need to be considered to improve the final product.

The revisions were made in accordance with the suggestions from the homeroom teacher who asked the author to add the country coordinates contained in the IPS theme 8 subtheme 1 learning, and also the removal of the flag at the top of the page because it was considered too crowded, as well as the addition of images or animations of money from ASEAN countries to fill the gaps on the short profile page of ASEAN countries.

## 2. Discussion

- Design of e-book teaching material development for theme 8 sub-theme 1 in social studies learning for grade VI

In line with Desti Indar Yanti (2023) who stated that the analysis stage refers to the analysis of content needs, devices and materials. At this analysis stage, the researcher was guided by the results of a preliminary study that had been conducted previously, where based on observations and interviews with teachers and students of grade VI of elementary school, it was found that the availability of digital social studies teaching materials in elementary schools was still less varied and only relied on thematic books. To overcome this, the researcher designed e-book teaching materials on ASEAN material for grade VI elementary school students. This e-book is adjusted to the needs of students and teachers and is supported by the 2013 curriculum. After observation, the researcher ensured that the facilities and infrastructure in the school were adequate to use this e-book, both on Android devices and desktops.

Grade VI elementary school students aged 11-12 years are at the concrete operational stage where their thinking is still tied to concrete things. They have diverse learning styles and get bored quickly with conventional methods, but are motivated by new things. Therefore, the ASEAN e-book teaching material is considered suitable because it can concretize the material and at the same time be an interesting new media in social studies learning.

The researcher identified basic competencies relevant to ASEAN material for grade VI students based on Permendikbud No. 37 of 2018 concerning Content Standards. From the results of the analysis, the researcher determined two basic competencies in the domain of knowledge and skills related to ASEAN material to be developed in the ASEAN e-book.

At the design stage, the media design was aligned with the results of the previous analysis. The researcher used the Canva graphic design website to create a design for the teaching materials to be developed because Canva is easy to use and has attractive features for students. To facilitate the creation process, the researcher created a storyboard or initial design of the appearance and layout of the ASEAN e-book. In line with Khairani & Ain (2021) In addition to designing the design, the researcher also compiled a research instrument in the form of an expert validation instrument and a teacher and student response instrument related to the teaching materials being developed. The preparation of this instrument was carried out in order to proceed to the next development stage.

In the development stage, the researcher realized the concept that had previously been designed on the storyboard. The creation of this product uses several supporting devices so that it can become an e-book Teaching Material including Microsoft Word, Canva, Life Work Sheet, Google Drive, YouTube and Issu. Microsoft Word is used to compile the material that will be poured into the e-book, after that the researcher uses the Canva platform to create a design for teaching materials containing material, learning video links (Dewi et al., 2022) connected to YouTube, LKPD links connected to Google Drive and daily test links connected to the Life Work Sheet page. After the teaching material design is complete, the teaching material is saved in PDF format and uploaded to the Issuu page.

- The feasibility of e-book teaching materials for theme 8 sub-theme 1 in social studies learning for grade VI



At this stage, validation was also carried out by experts. This validation aims to ensure the feasibility of the e-book for use, both directly and after revision. The assessment uses a Likert scale and is carried out once for each expert.

Table 1  
Expert Validation

	Validation	Indicator	Eligibility Percentage	Criteria
1.	Materials Expert	10	82%	Very Worth It
2.	Linguist	8	95 %	Very Worth It
3.	Media Expert	15	91 %	Very Worth It
		<b>Criteria</b>		<b>Very Worth It</b>

The results of the validation by material experts show a percentage of 80% that falls into the very feasible category. The suggestions from material experts are that the innovation offered in the development of teaching materials must be visible in addition to the material presented and the limitations of using good and correct Indonesian are more effective. The results of the validation by language experts show a percentage of 95% that falls into the very feasible category. The suggestions from language experts are to pay attention to the use of capital letters and foreign languages. The results of the validation by media experts show a percentage of 91% that falls into the very feasible category for use without revision .

- User response to e-book teaching materials for theme 8 sub-theme 1 in social studies learning for grade VI

In line with Nugraheni (2019), after being declared suitable for use by material, language, and media experts, the ASEAN e-book teaching materials were tested on students. This trial aims to determine students' responses to the media that has been developed. Student responses can help researchers consider aspects that need to be changed or added. The trial consisted of three stages, namely individual trials (one to one) with 3 students, small group trials with 8 students, and large group trials with 20 students. All trials were conducted in grade VI of Baiturahman Islamic School.

The results of the individual trial obtained a percentage of 90.27% (very suitable category), small group trials 91.59% (very suitable category), and large group trials 83.09% (very suitable category). This shows that the media developed is suitable for use in the learning process. Meanwhile, in the teacher response questionnaire given to homeroom teachers and teachers in the IPS subject, it was found that the teacher's response to the ASEAN E-book Teaching Material reached 93.91%, categorized as "Very Good" and did not require revision. However, the teacher suggested adding the country coordinates contained in the IPS theme 8 subtheme 1 learning, and also removing the flag at the top of the page because it was considered too crowded, as well as adding pictures or animations of money from the ASEAN countries. The conclusion of this ADDIE research model is the evaluation stage which aims to assess the feasibility of the ASEAN E-book in learning. Based on the validation results that have been carried out, material, language, and media experts stated that the ASEAN E-book is suitable for use in learning coupled with suggestions and input provided by the experts. This is supported by the assessment at the development stage and assessment of aspects such as media appearance, material presentation, and media benefits in the questionnaire. Furthermore, based on the results of the student and educator response questionnaire, it showed a positive

response with the addition of several suggestions from the teacher, strengthening the feasibility of the ASEAN E-book. Based on the results of expert validation and user responses, the ASEAN E-book developed was declared successful and suitable for use in the learning process of grade VI elementary schools.

## Conclusion

The ASEAN e-book was successfully developed using the ADDIE model, with clear stages of analysis, design, development, implementation, and evaluation. This goal was achieved by successfully developing the e-book using the ADDIE model and tools such as Canva, Microsoft Word, and Issuu. With the positive validation results from experts, it shows the e-book's feasibility for use, Material experts: 80% (very feasible), Language experts: 95% (very feasible) and Media experts: 91% (very feasible). The very positive response from users (students and teachers), shows the acceptance and potential for success of implementing e-books in learning. Individual trial: 90.27% (very feasible), Small group trial: 91.59% (very feasible), Large group trial: 83.09% (very feasible), Teacher response: 93.91% (very good) Suggestions for further researchers are to conduct experimental research to compare student learning outcomes using ASEAN e-books with traditional learning methods, examine the development and effectiveness of additional interactive features such as simulations or educational games in social studies e-books, explore the potential for AR integration in social studies e-books to improve understanding of ASEAN geographic concepts and examine e-book implementation strategies in areas with limited access to technology. In addition, it is also recommended to use a mixed-method research design to obtain more in-depth qualitative data on user experiences.

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