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The Validity of Biology Interactive E-book based Scientific Literacy to Improve Student's Creative Thinking Skills to Support SDG 4

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ABSTRACT

Objective: This study aims to describe the validity of Biology Interactive E book Based on Scientific Literacy to Improve Students's Creative Thinking Skills. The developed Biology Interactive E book Based on Scientific Literacy to Improve Students's Creative Thinking Skills validity is evaluated in terms of content feasibility, presentation feasibility, and language feasibility. **Method:** This research is a development research with a ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which is modified in the Postgraduate Program in Science Education at the State University of Surabaya and implemented in SMA N 1 Bancar, Tuban, East Java. The data collection technique was carried out using the ebook validation method. **Results:** The assessment instrument used was a e book validation sheet used by two biology lecturers as validators. Data analysis was carried out quantitatively. The validation results of this inquiry-based textbook obtained an average score of 92.25% with a very valid category. **Novelty:** Based on the analysis of the data obtained, it can be concluded that the Biology Interactive E book Based on Scientific Literacy to Improve Students's Creative Thinking Skills that has developed are valid and suitable for use in learning. The development of interactive e-books is one part of realizing quality education (SDG 4) in the era of technology adoption.

INTRODUCTION

The Sustainable Development Goals (SDGs) are a global development agenda aimed at promoting sustainable social, economic, and environmental well-being. In the context of education, SDG 4 (Quality Education) emphasizes the importance of providing inclusive, equitable, and quality education to enhance lifelong learning opportunities for all (Soetra et al., 2025; Saini et al., 2023). Quality education focuses not only on mastering knowledge but also on developing 21st-century competencies, including scientific literacy, which is a crucial foundation for equipping students with critical thinking, problem-solving, and evidence-based decision-making. With the rapid advancement of technology, integrating it into learning plays a strategic role in improving scientific literacy (Ramlia et al., 2022). By providing interactive, contextual, and data-driven learning resources, we support the achievement of SDG 4 while strengthening the younger generation's readiness to face increasingly complex global challenges.

Curriculum prepared to deal with developments in science and technology. It contains demands that emphasize 4C learning and innovation skills which include Critical Thinking and Problem Solving (critical thinking and problem solving), Communication, Collaboration, Creativity and Innovation (Saputra et al., 2019). These