## ABSTRAK

Penelitian ini bertujuan untuk memperoleh model buku teks pelajaran berbasis intertekstual pada materi interaksi antar partikel. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dan metode evaluatif. Objek penelitian ini adalah buku teks kimia pada materi interaksi antar partikel berdasarkan standar kompetensi dan kompetensi dasar pada Standar Isi kimia SMA. Indikator dan konsep dikembangkan dan divalidasi. Level makroskopik, sub-mikroskopik, dan simbolik pada submateri pokok interaksi antar partikel dalam buku-buku teks kimia SMA dan Universitas diidentifikasi dan digunakan untuk mengembangkan level representasi kimia sesuai dengan indikator dan konsep hasil validasi. Level representasi kimia yang telah dikembangkan kemudian divalidasi kesesuaiannya dengan konsep. Level representasi kimia yang valid digunakan dalam pengembangan model buku teks pelajaran berbasis intertekstual pada materi interaksi antar partikel. Model buku teks pelajaran ini divalidasi berdasarkan kriteria buku teks menurut BSNP (Badan Standar Nasional Pendidikan) kemudian diukur tingkat keterbacaan dengan menggunakan formula Fry dan tes rumpang. Hasilnya menunjukkan bahwa model buku teks yang dikembangkan memiliki tingkat keterbacaan 'sangat baik'. Sementara itu, hasil analisis keterbacaan formula Fry menunjukkan model buku teks yang dikembangkan termasuk tingkatan keterbacaan yang layak untuk siswa pengguna buku tersebut.



Kata kunci: model buku teks pelajaran, intertekstual, representasi kimia, formula keterbacaan Fry, dan tes rumpang.



**ABSTRACT**

The study, entitled "Development of Model-Based Textbooks intertextual on Interaction between Particles Matter" aims to obtain models of textbooks based on the textual material inter-particle interactions. This study is part of research that uses design research and development. The method chosen in the implementation of this research is descriptive and evaluative methods. The research object is material chemistry textbook on the interaction between the particles based on the standards of competence and basic competences in high school chemistry Content Standards. Indicators and the concept was developed and validated to see the correspondence between the indicator and the concept of basic competency with indicator. Level macroscopic, sub-microscopic, and symbolic in principal submateri inter-particle interactions in chemistry text books high school and university are identified and used to develop the level of chemical representation according to the indicators and the concept of validation results. Levels of chemical representations that have been developed and then validated to see the correspondence between the three levels of chemical representation of the concept.Valid representation of the level of chemical used in the development of models of textbooks based on the textual material inter-particle interactions. Model of textbooks is validated based on the criteria according BSNP textbook (National Education Standards Board) and then measured the level of readability by using the Fry formula and cloze test. The results showed that the model developed textbooks have a level of legibility 'very good'. Meanwhile, the analysis of Fry readability formulas developed models include textbooks appropriate readability levels for classes XI.
Keywords: *models of textbooks, intertextual, chemical representation, , Fry readability formula, and cloze test*.