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Improving Students' Sundanese Language Skills through the Implementation of Video Media and Wordwall Games at Al Ghazaly Elementary School

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Abstract

The Sundanese language, as one of the regional languages, plays an important role in preserving local culture. Currently, the existence of the Sundanese language faces serious challenges due to the dominance of foreign languages in daily activities, which has resulted in a decline in the number of young Sundanese speakers. The lack of Sundanese language use in daily life, especially among students living in urban areas, as well as the use of uninteresting teaching methods in Sundanese language learning, has resulted in low student interest in learning Sundanese, thus limiting their Sundanese language skills. This study aims to improve the Sundanese language skills of fourth-grade students at Al Ghazaly Elementary School through the application of interactive learning media in the form of videos and *wordwall games*. This study used the Kemmis and Mc Taggart classroom action research model. The results of this study showed an increase in every aspect of students' Sundanese language skills at the end of the cycle, reaching a score of $\geq 75\%$. In addition, student and teacher activity in learning activities also increased significantly. Thus, it can be concluded that videos and *wordwall games* have been proven to improve students' Sundanese language skills.

Keywords: Sundanese Language Skills; Interactive Learning Media; Games Wordwall.

INTRODUCTION

The development of technology and information in the 21st century is becoming more rapid every day. On the one hand, this development has a positive impact in the form of convenience in various aspects of human life, but on the other hand, this development can also have a negative impact on cultural diversity in Indonesia, one of which is the threat to the preservation of regional languages.

Easy access to global information and communication has led to the dominance of foreign languages such as English and Mandarin, making people, especially the younger generation, more interested in learning and using foreign languages as an additional language

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to Indonesian in their daily activities. This has led to a decline in the use of regional languages, both at home, at school, and in the wider community.

In line with the data from the long-form population census conducted by the Central Statistics Agency in 2020, it shows that the percentage of regional language use, both within the family and among neighbors/relatives, has decreased from generation to generation. The data shows that the percentage of regional language use has declined dramatically from the pre-boomer generation (87.13% in families; 85.24% in the community) to the post-Gen Z generation (62.94% in families; 61.70% in the community).

In Kompas.com (2021), data from UNESCO in 2019 states that around 2,500 languages in the world are threatened with extinction, including more than 100 regional languages in Indonesia. Meanwhile, quoted from PORTALJABAR.KAB BANDUNG (2024), data from 2021 shows that 24 regional languages have begun to decline in terms of the number of speakers. This indicates a serious threat to the existence of regional languages in Indonesia at this time.

Seeing this threat, the Indonesian government has taken concrete steps to revitalize regional languages through education by making regional languages a compulsory local content in every level of formal education. In the Merdeka curriculum, regional languages are included in local content (mulok), which is a subject that studies the potential and uniqueness of the region.

One of the provinces that has made regional languages compulsory as local content in formal education in its region is West Java, which has made Sundanese a compulsory regional language. Although Sundanese has become a compulsory local content in every formal school in West Java province, in reality, there are still students, especially those with an urban background, who are not fluent in Sundanese. On average, they still find it difficult to listen, speak, read, and write words or sentences in Sundanese, which indicates that their Sundanese language skills are still limited.

In line with what was presented by the Central Statistics Agency in its book entitled Profile of Ethnic Groups and Regional Language Diversity Based on the 2020 Population Census Long Form, it states that people aged 5-14 years are the group with the lowest percentage of regional language speakers. There is data showing that 17.84% of the population in the Sundanese ethnic group does not use the regional language to communicate with their families, and 19.15% of the population does not use the regional language to communicate with the community (Directorate of Statistics and Employment, 2024).

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This is also reinforced by the results of observations conducted at Al Ghazaly Elementary School, which found that the Sundanese language skills of fourth-grade students are still limited. This is evidenced by the large number of students who are still not fluent and tend to be confused when asked to listen or speak using the Sundanese language when the teacher explains the lesson material. In addition, they also still have difficulty when given instructions to read and write vocabulary or sentences in Sundanese.

This shows that Sundanese language learning is still ineffective in honing students' Sundanese language skills. One of the contributing factors is the use of conventional learning media that are not very interesting, such as textbooks, as well as the lack of technology integration in the learning process, which makes students less active in class, leading to boredom during learning. As a result, many students are not interested in learning Sundanese.

Therefore, to address this challenge, teachers are required to create learning activities that suit their characteristics, one of which is by using interactive technology-based learning media in Sundanese language learning.

Although there are currently many interactive technology-based learning media available, such as interactive PowerPoint presentations and educational games, their use in Sundanese language lessons is still rare. Therefore, this study aims to improve students' Sundanese language skills through the application of interactive technology-based learning media that is different from previous studies. The researcher innovated by using learning media in the form of videos designed using the Canva application and Wordwall games as the main learning media in Sundanese language learning.

By applying these interactive learning media in Sundanese language learning, it is hoped that better learning quality can be created, thereby having a positive impact on improving the Sundanese language skills of fourth-grade students at Al Ghazaly Elementary School.

RESEARCH METHODS

The method used in this study was classroom action research (CAR). Classroom action research originated from English, which means that research is conducted in a classroom by providing actions for improvement in the learning process (Suhirman, 2021).

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The model used in this classroom action research is the model developed by Kemmis and Mc. Taggart. This model has four stages of research, according to (Sani et al., 2020) in their book, these stages include:

1. Planning Stage

This stage involves designing/planning the actions to be taken to improve, enhance, or change behavior and attitudes as proposed solutions () to the problem. The plan is made after analyzing the problem and identifying the cause or root cause.

2. Implementation Stage

This stage involves the implementation of actions by the researcher as an effort to improve, enhance, or change as desired. The actions taken are the implementation of the plan that has been prepared.

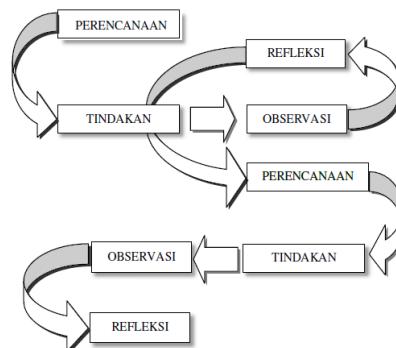
3. Observation Stage

This is the observation of the actions carried out or imposed on the research subjects (students/teachers). Observation activities are carried out while the improvement activities (learning process) are ongoing.

4. Reflection Stage

This stage involves reviewing, examining, considering, and evaluating the process that has been carried out in relation to the results or impact of the actions. Based on the results of this reflection, researchers can make improvements to the initial plan for the next meeting or cycle.

The model developed by Kemmis and McTaggart can be visualized as follows:



(Source: Parnawi, 2020)

Figure 1. Kemmis and Mc. Taggart Model

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This research was conducted at Al Ghazaly Elementary School in the even semester of the 2024/2025 academic year with fourth-grade students as the research subjects. Data collection in this study used observation techniques to observe student and teacher activities in Sundanese language learning, evaluation tests to determine the improvement in Sundanese language skills in each cycle, and documentation to document the implementation of learning activities in each cycle in the form of photographs. The instruments used in this study were student activity observation sheets, teacher activity observation sheets, and student evaluation test sheets. In this study, the researcher collaborated with the class teacher who acted as an observer during the research.

The data obtained will be analyzed descriptively and comparatively for quantitative data, by comparing the results of the evaluation tests of students' Sundanese language skills in each cycle, and comparing the results of observations of student and teacher activities in each cycle, which are calculated using the formula for the mean difference (). The calculated data will be presented in tables and graphs. Furthermore, the data will be analyzed descriptively and qualitatively by explaining and describing the improvements that occurred in students' Sundanese language skills and in student and teacher activities in each cycle using narratives or words. In addition, descriptive qualitative analysis is also used to analyze the data from the reflection activities in each cycle.

RESULTS AND DISCUSSION

a. Pre Cycle

The pre-cycle stage was conducted on April 18, 2025. In the pre-cycle activity, the researcher conducted observations to identify problems that occurred in learning. Next, the researcher conducted an initial test to measure the Sundanese language skills possessed by students.

From the pre-cycle test that was conducted, data on the Sundanese language proficiency test results of fourth-grade students before the classroom action research was conducted can be seen in the following table and graph:

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Table 1. Data from the Pre-Cycle Test Results of Students' Sundanese Language Skills

Language skills	Amount student		Percentage		Class average
	Completed	Not yet completed	Completed	Not yet completed	
Listening (ngaregepkeun)	9	14	39%	61%	69.1
Reading and viewing (maca jeung miarsa)	8	15	35%	65%	68.3
Writing (nulis)	7	16	30%	70%	68.7
Speaking and presenting (nyarita) jeung midangkeun)	7	16	30%	70%	66.1

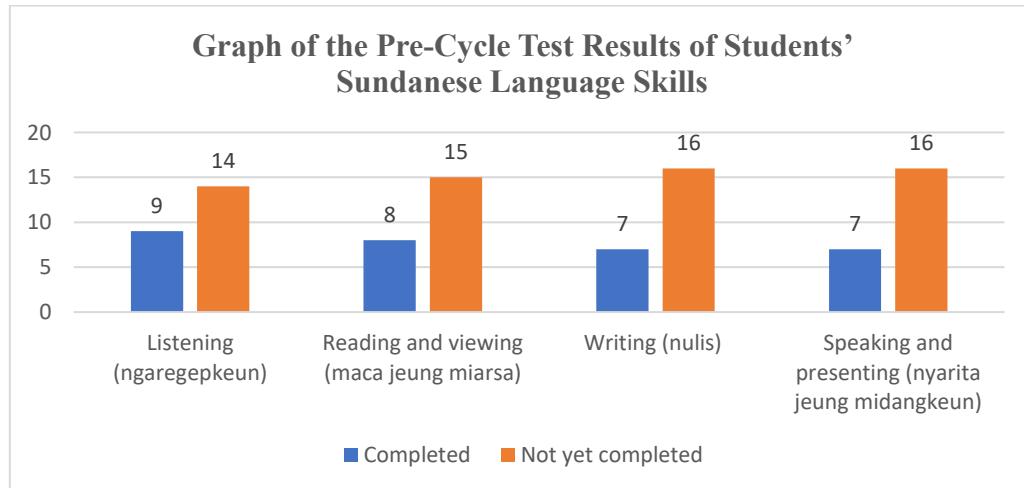


Figure 2. Graph of the Pre-Cycle Test Results of Students' Sundanese Language Skills

Based on the table and graph of the pre-cycle test results above, it shows that the Sundanese language proficiency of fourth-grade students is still not optimal. In listening comprehension (ngaregepkeun), only 9 students or about 39% of students were declared proficient because they had achieved the predetermined minimum competency standard (KKM), while 14 other students or 61% of students were still not proficient because they had not achieved the KKM.

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In reading and viewing (maca jeung miarsa) skills, only 8 students, or 35% of students, achieved the minimum competency standard and were declared proficient, while 15 other students, or 65% of students, were still not proficient because they had not achieved the minimum competency standard.

In writing skills, only 7 students, or 30% of the students, achieved the minimum competency standard and were declared to have completed the subject, while 16 students, or 70% of the students, did not complete the subject because they did not achieve the minimum competency standard.

In speaking and presenting skills, only 7 students, or 30% of the students, achieved the minimum competency standard and were declared to have passed, while 18 students, or 70% of the other students, did not pass because they did not achieve the minimum competency standard.

Thus, the results shown in this pre-cycle test are still below the completion standard set by the researcher. Therefore, action needs to be taken to improve the Sundanese language skills of fourth-grade students.

b. Cycle I and II

Cycles I and II were conducted in two meetings, each lasting 2 x 35 minutes, equivalent to two teaching hours. Cycle I was conducted on May 3 and 10, 2025. Cycle II was conducted on May 16 and 23, 2025.

The stages in the implementation of Cycles I and II include:

1) Planning

In this stage, the researcher plans the implementation of Sundanese language learning by applying video media and wordwall games, which will be carried out in two meetings.

In Cycle I, the steps taken in this stage include:

- a) Determine the learning materials to be delivered to students.
- b) Creating teaching modules that comply with school regulations.
- c) Creating learning media to be used.
- d) Developing research instruments in the form of evaluation questions to measure students' Sundanese language skills, as well as observation sheets to observe student and teacher activities during the learning process.
- e) Preparing facilities and infrastructure to support learning activities.

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In cycle II, the plan is a follow-up to the results of the reflection in cycle I that still needs improvement. The steps taken at this stage include:

- a) Design learning activities based on the results of reflection in cycle I
- b) Determine the learning materials to be delivered to students.
- c) Creating teaching modules in accordance with school regulations.
- d) Completing and improving the media that has been created, as learning media to be used.
- e) Revising research instruments in the form of evaluation questions to measure students' Sundanese language skills
- f) Preparing facilities and infrastructure to support learning activities.

2) Implementation

At this stage, learning activities will be carried out in accordance with the plans that have been made and prepared in advance. The learning method used in cycles I and II is the active learning method.

The steps taken in this stage include three core activities that are generally found in learning activities, namely introductory activities, core activities, and closing activities.

In the closing activity, an evaluation is carried out by giving test sheets to students to measure their Sundanese language skills in each cycle. The data on the results of the evaluation of students' Sundanese language skills in cycles I and II can be seen in the following table and graph:

Table 2. Results of the Evaluation Test of Students' Sundanese Language Skills in Each Cycle

No	Language skills	Information	Cycle 1		Cycle II	
			Meeting 1	Meeting 2	Meeting 1	Meeting 2
1.	Listening (ngaregepkeun)	Percentage Completed	52%	65%	74%	87%
		Average	76.1	77.4	78.7	82.6
		Highest score	90	90	90	100
		Lowest score	70	70	70	70

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2.	Reading and viewing (maca jeung miarsa)	Percentage Completed	48%	61%	70%	83%
		Average	73	76.1	77	80
		Highest score	80	90	80	100
		Lowest score	60	70	70	70
3.	Writing (nulis)	Percentage Completed	48%	57%	65%	83%
		Average	74.3	75.7	76.5	79.6
		Highest score	80	80	80	90
		Lowest score	60	70	70	70
4.	Speaking and presenting (nyarita) jeung midangkeun)	Percentage Completed	39%	52%	61%	78%
		Average	72.2	74.3	76.5	79.1
		Highest score	80	80	80	90
		Lowest score	60	60	70	70

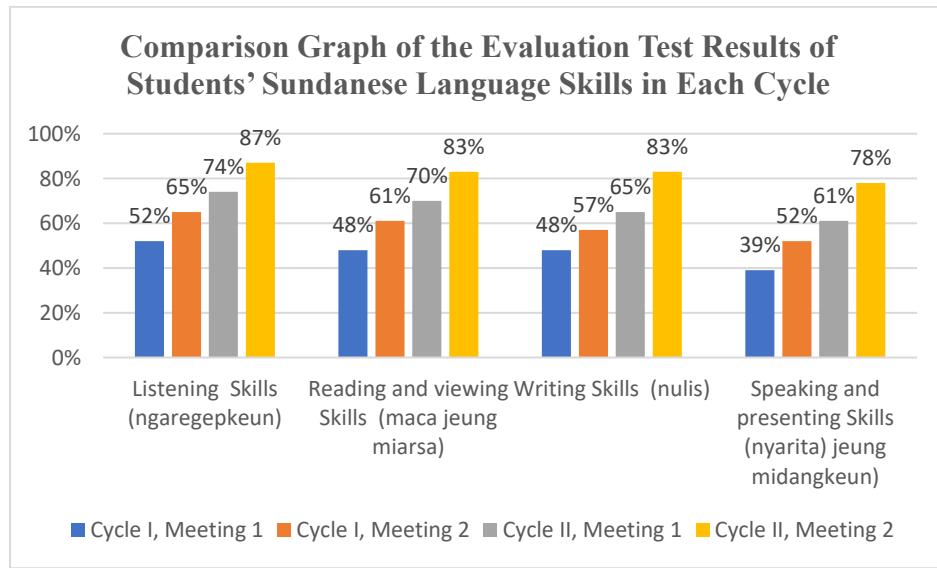


Figure 3. Graph of the Evaluation Test Results of Students' Sundanese Language Skills in Each Cycle

Based on the research results shown in the table above, there was an increase in each cycle, especially in the percentage of student completion and the average score in each aspect of the students' Sundanese language skills.

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In terms of listening skills (midangkeun), in cycle I, the percentage shown in the first meeting was 52%, and in the second meeting it was 65%. Meanwhile, in cycle II, the percentage in the first meeting was 74%, and in the second meeting it reached 87%. The average in cycle I for the first meeting was 76.1, and in the second meeting it was 77.4. Meanwhile, in cycle II, the average for the first meeting was 78.7, and at the end of cycle II it reached 82.6.

In terms of reading and viewing skills, the percentage shown for students in cycle I of the first meeting was 48%, and in the second meeting it was 61%. Meanwhile, in cycle II of the first meeting, it was 70%, and in the second meeting it reached 83%. The average for the first meeting in cycle I was 73, and for the second meeting it was 76.1 (). Meanwhile, in the first meeting of cycle II, the average was 77, and at the end of cycle II, it reached 80.

In terms of writing skills, in cycle I, the percentage shown in the first meeting was 48%, and in the second meeting, it was 57%. Meanwhile, in cycle II, the percentage in the first meeting was 65%, and in the second meeting, it reached 83%. The average for the first meeting in cycle I was 74.3, and for the second meeting it was 75.7. Meanwhile, in the first meeting of cycle II, the average was 76.5, and at the end of cycle II, it reached 79.6.

In terms of speaking and presenting skills, the percentage shown by students in the first meeting of cycle I was 39%, and in the second meeting it was 52%. Meanwhile, in the first meeting of cycle II, it was 61%, and in the second meeting it reached 78%. The average for the first meeting in cycle I was 72.2, and in the second meeting it was 74.3. Meanwhile, in the first meeting of cycle II, the average was 76.5, and at the end of cycle II, it reached 79.1.

The percentage of mastery achieved at the end of cycle II showed a satisfactory figure of $\geq 75\%$ in every aspect of the students' Sundanese language skills, meaning that the percentage of mastery had successfully reached and even exceeded the target or success indicator that had been set at 75%.

Based on these results, it can be stated that the application of interactive learning media in the form of videos and wordwall games in Sundanese language learning has succeeded in improving the Sundanese language skills of fourth-grade students at Al Ghazaly Elementary School.

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These results show that the innovative learning media applied is capable of improving the quality of learning and overcoming challenges or problems in Sundanese language learning. This is reinforced by the opinion of Romadi, et al. (2023) regarding the urgency of developing innovative education, that by adopting innovation, teaching and learning become more interesting, interactive, and relevant. This can improve students' understanding and motivation, resulting in better learning outcomes. Additionally, innovation also opens the door to overcoming challenges faced in the world of education.

The use of interactive learning media that integrates technology in this study was able to make students more enthusiastic in carrying out learning activities. In addition, the presence of educational games also supported them to be active in learning. This is in line with the opinion of Munir Yusuf (2023) regarding one of the roles of technology in 21st century learning, namely that technology facilitates more interactive and interesting learning. Through the use of multimedia tools, digital presentations, and interactive simulations, teachers can present learning content in a more interesting and motivating way for students. Technology also enables active student involvement through online discussions, project collaboration, and game-based activities.

3) Observation

Along with the implementation stage, an observation stage was conducted to observe the activities of teachers and students during the learning process. The observation was carried out by teachers acting as observers to observe the activities of students and teachers during the learning process. Teachers recorded their observations on the observation sheets provided. The data from the observation of student and teacher activities in each cycle can be seen in the graph below:

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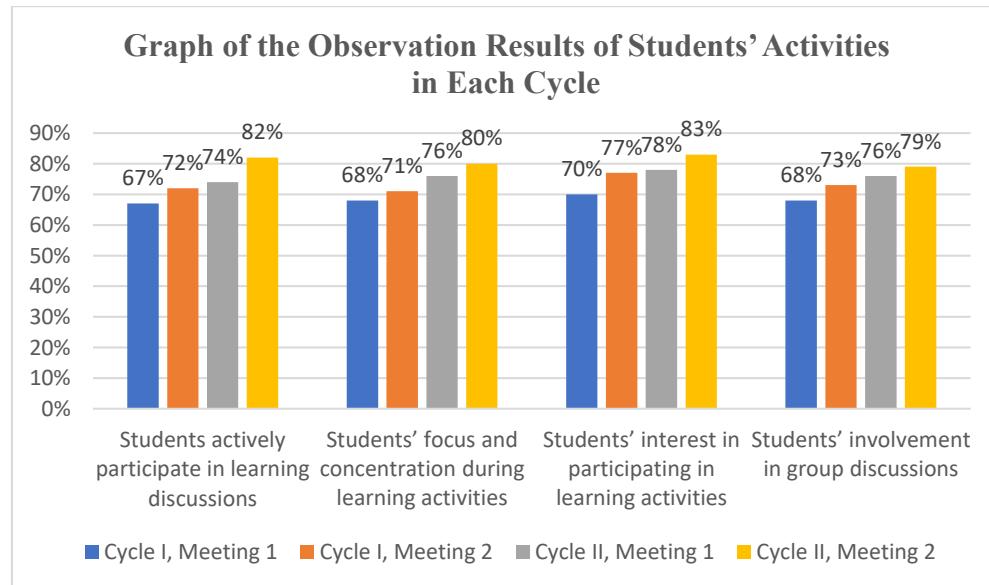


Figure 4. Graph of the Observation Results of Students' Activities in Each Cycle

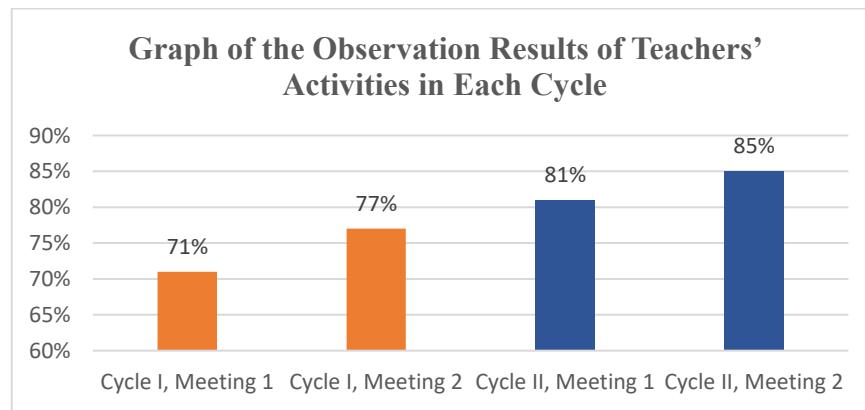


Figure 5. Comparison Graph of the Observation Results of Teachers' Activities in Each Cycle

Based on the graph above, it can be explained that in cycle I, the observation results show that the activities carried out by students were still not optimal because

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the students were still adapting to the learning methods used by the teacher. Therefore, the aspects of student activities observed in cycle I were only beginning to be demonstrated well by some students, and there were still several obstacles for other students. In cycle II, student activities improved, as seen from the increase in the percentage of each aspect observed. Students had become accustomed to the teacher's learning methods, so that at the end of cycle II, many students participated actively in learning and maintained their focus and concentration during the learning process. The students' interest in participating in learning also increased, and student involvement in discussions with their groups also increased. The percentage of student activity at the end of cycle II successfully reached the predetermined success indicator of $\geq 75\%$ in each aspect. Thus, the learning that was carried out proved to be effective in increasing student activity.

Meanwhile, for teacher activity in cycle I, the observation results showed that the activities carried out by teachers during the learning process, in the introductory, core, and closing activities, were already good, but there were still shortcomings and obstacles that needed to be improved in the next cycle. In cycle II, teacher activity improved significantly, as seen from the increase in the scores and percentage of teacher activity observation results. Teachers were accustomed to carrying out learning activities and had implemented improvement plans based on the problems identified in cycle I. The percentage of teacher activity observation results shown at the end of cycle II was $\geq 80\%$. This percentage had successfully reached and even exceeded the predetermined success indicator of 80%. Thus, the improvements implemented proved to be effective in improving teacher activities in the classroom.

4) Reflection

After the learning activities were completed, the researcher and observer reflected by discussing the things that were found during the learning process, what needed to be improved, and determining the follow-up to the research.

In cycle I, the results of the reflection activity were as follows:

- a) There were still some students who chatted and joked with their friends while the teacher was explaining the material.
- b) Some students were not enthusiastic in answering the teacher's questions.
- c) Some students looked tired and wanted to take a break quickly because the learning was conducted after scouting activities and was close to break time

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- d) The teacher's time management was not optimal.
- e) There were no ice-breaking activities in between learning activities, so the learning felt too intense
- f) It is recommended that students be given separate answer sheets during discussions so that they can write down the results of their discussions
- g) Conversations for listening comprehension tests should be presented in video form, not just read aloud by the teacher
- h) The results of the evaluation tests have not yet reached the expected classical mastery level
- i) The results of observations of teacher and student activities have not yet reached the expected mastery indicators
- j) Teachers have not provided rewards as a form of appreciation and feedback for student performance in learning

In cycle II, the results of the reflection activities are as follows:

- a) There was a positive and significant improvement in the results of the evaluation test of students' Sundanese language skills, and the results of observations of teacher and student activities in the learning that had been carried out
- b) The improvements made in cycle II have been effective in overcoming the problems that occurred in cycle I
- c) The improvements that occurred, both in every aspect of the students' Sundanese language skills and in the results of observations of teacher and student activities during the learning process, have met the targeted indicators, so that no further cycles are needed, and the implementation of learning is sufficient up to cycle II.

Based on the results showing a significant improvement in the evaluation test results, as well as the results of observations of teacher and student activities in each cycle, it can be concluded that the use of video media and Wordwall games has successfully improved the Sundanese language skills of fourth-grade students at Al-Ghazaly Elementary School.

The results of the research conducted at Al Ghazaly Elementary School are relevant to previous research conducted by Tati Hartati, et al. in 2024. They researched the improvement of early childhood Sundanese language skills through traditional games at RA At Taqwa Arcamanik Bandung. The results obtained from the research conducted by Tati Hartati et al. are similar to the results of the research

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conducted by the researcher, namely, the solutions applied can both improve students' Sundanese language skills.

The differences between this study and the study conducted by Tati Hartati et al. lie in the subjects, the location of the study, and the solutions used to improve students' Sundanese language skills. In the study conducted by Tati Hartati et al., the research subjects were early childhood students (group A), conducted at RA At-Taqwah in the city of Bandung, using traditional games as a solution to the problems found. Meanwhile, the research conducted by the researcher had fourth-grade students as the research subjects, was conducted at SD Al Ghazaly in Bogor, and used video media and Wordwall games as solutions to overcome the problems found in learning.

CONCLUSION

The results of the study indicate that the use of video media and *wordwall games* in Sundanese language learning can significantly improve the Sundanese language skills of fourth-grade students at Al Ghazaly Elementary School. This can be seen from the increase in the percentage of student achievement in each aspect of language skills at the end of cycle II, which reached $\geq 75\%$. In addition, student and teacher activity in the learning process also increased significantly, with the percentage of student activity in each aspect reaching $\geq 75\%$ and teacher activity reaching $\geq 80\%$ at the end of cycle II. Therefore, it can be concluded that the innovation of video media and Wordwall games can improve students' Sundanese language skills.

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