

Gamification using Octalysis Framework in Knowledge Management System for Vocational High Schools during the Covid-19 Pandemic

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Abstract—Knowledge management systems enable teachers and students to interact directly in the knowledge transfer process during the Covid-19 pandemic. In addition, applying the gamification concept in vocational disciplines could enhance the quality of teaching to increase motivation and student learning outcomes which tend to decline. Octalysis Framework, which supports the gamification concept, consists of eight cores that focus on creativity, self-expression, social dynamics, logic, thinking, and ownership depicted in an octagon making an application more fun and helpful to motivate users to enjoy and be involved in an activity. This condition is crucial and urgent in the Covid-19 pandemic that requires online and student-centered learning. This study discussed the application of Octalysis Framework-based Gamification in a Computer Learning Knowledge Management system in Vocational High Schools during the Covid-19 Pandemic. The Gamification concept with the Octalysis Framework was implemented in the Knowledge Management System. Some game mechanics in a non-game context consisting of four phases, namely the Discovery, Onboarding, Scaffolding, and Endgame was applied to improve student performance and motivation in learning. Meanwhile, The Knowledge Management System software achieved an overall quality score of 5.14 out of 6 (85.6 percent of quality achieved) covering functionality, reliability, usability, efficiency, maintainability, and portability characteristics of the ISO 9126 quality indicator.

Keywords—knowledge management system, gamification, octalysis framework, vocational high school, covid-19, software quality

I. INTRODUCTION

The Covid-19 pandemic has greatly affected various fields in Indonesia. Since the World Health Organization (WHO) stated COVID-19 as a Pandemic on March 11, 2020, the Government of Indonesia has issued many policies related to Activity Restrictions in various fields, starting with the existence of Large-Scale Social Restrictions (PSBB) at the end of March 2020 [1] and The Implementation of Community Activities Restrictions until September 2022 [2]. These restrictions include implementation of learning, office activities, activities in the essential sector, industry, markets, construction, worship, public areas, arts, culture and social

activities, meeting activities, seminars and offline meetings, and many others [1], [2].

Several previous studies have discussed impacts and the efforts that can optimize the implementation of activities within the restrictions carried out, including health activities [3], counseling and community assistance [4], learning in schools and work [5], [6] and others. Educational institutions, especially vocational high schools (in Indonesia it is called Sekolah Menengah Kejuruan-SMK), are expected to produce high-quality vocational graduates relevant to the needs of the business world and industry (DUDI) and can respond to global and regional competition, such as the implementation of the ASEAN economic community [7]. It requires technological innovation to support during learning hours or after learning hours, especially when there are restrictions on learning activities during the COVID-19 pandemic. In addition, efforts to increase motivation and student learning outcomes which tend to decline [6] due to the Covid-19 pandemic became urgent.

Implementing a knowledge management system enable teachers and students interact directly in the knowledge transfer process. Applying the concept of gamification [8], [9] in vocational disciplines enhance the quality of teaching [10], increase motivation and student learning outcomes. Implementing the Octalysis Framework in gamification make an application more fun and useful to motivate users to enjoy and involved in an activity [11], provide more interesting, more educative, and less boring user engagement and increasing interest in learning. This condition is very important and urgent in the Covid-19 pandemic that requires online and student-centered learning [12].

The Octalysis Framework includes ten of the most cited frameworks of gamification across the eight Core Drives, making it the most comprehensive. It also emphasizes emotions, making it simpler to assimilate by those who have little experience with games [13]. Octalysis Framework focus on creativity, self-expression, social dynamics, logic, thinking, and ownership depicted in an octagon to make an application more fun and useful to motivate users to enjoy and involved in an activity [11], provide more interesting, more

educative, and less boring user engagement and increasing interest in learning.

Software quality is a concern in software engineering. Gamification in software engineering tasks can improve product quality [14]. In evaluating the application of gamification, a specific quality model of software is required, one of which is using the International Standard Organization (ISO) [15]. ISO 9126 model and its new version 25010 are selected as the most suitable model to evaluate the Gamification frameworks among software quality models studied.[14]. The ISO 9126 quality standard involves functionality, reliability, usability, efficiency, maintainability, portability, and quality-in-use. [16].

This paper discusses the application of Octalysis Framework-based Gamification in a Computer Learning Knowledge Management system in Vocational High Schools during the Covid-19 Pandemic and Software Quality Measurement using ISO 9126.

II. METHOD

A. Implementing Octalysis Framework in KMS

This study refers to the gamification mechanism that refers to the Octalysis Framework [11] which has eight core drives by embedding game mechanics in each core shown in Fig.1.

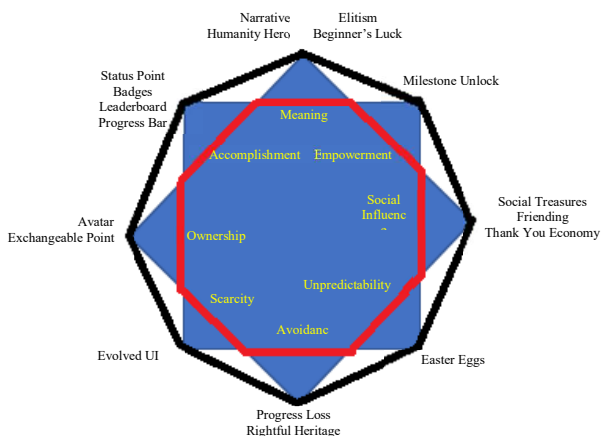


Fig. 1. Octalysis Framework with Game Mechanics [11]

The explanation of the Octalysis Framework and Game Mechanics used is shown in Fig 1 as follows:

Core 1: Epic Meaning and Calling

This value implemented through the narrative contained in the software by providing information related to missions and challenges and providing starting points before starting the mission. This value consists of elements in the form of:

1) Narrative

This element aims to introduce something new to users by introducing a challenge in the concept of learning. Narrative is implemented with an introduction when the user starts using the application.

2) Humanity Hero

This element is a prefix before starting a challenge or adventure in the concept of learning by providing an introduction to the application such as only the user who can complete this mission or like a game prefix providing

information that "only you (the prince) can save the king's daughter."

3) Elitism

This element is the application of the group concept in learning, users can choose their group with certain specified conditions and capacities, and users who have entered the group will also compete with other groups.

4) Beginner's Luck

This element is the start of the game, where the user will be given an initial role (in the form of an avatar) which will make the user feel he is chosen for that role.

5) Free Lunch

Free Lunch is an element used at the start of the application by providing starting points before entering the challenge, users can save starting points, and later points will increased by adjusting the user's progress.

Core 2: Development and Accomplishment

This value is applied through the daily mission feature that will give points and badges if completed in a certain amount. The points earned will also affect the user's position to continue to compete on the leader board.

1) Status Points

This element is applied in the application instead of student grades. Points are earned after the user completes a mission (Quest). The knowledge entered by the user will be validated first by the teacher to get points. The level of points given is shown in Table I.

TABLE I. POINT RATE


No	Type of Knowledge	Points
1	Adding Tacit Knowledge	5
2	Adding Explicit Knowledge	5
3	Sharing Knowledge	3
4	Accessing Knowledge	1

2) Badges

This element is implemented by displaying trophies to students who have achieved achievements. The badges can be adjusted according to existing provisions. The level of badges obtained affects the number of points owned by the user. In this study the user uses the level of badges that applied to the online learning application, namely brainly.co.id, which is stated in Table II.

TABLE II. BADGE RANK

No	Badge	Title	Requirement
1		Beginner	0
2		Likes to Help	20
3		Ambitious	50
4		Educated	70
5		Expert	100

No	Badge	Title	Requirement
6		The Great	150
7		Genius	250

3) Leader board

This element is implemented by displaying achievement boards from all students, with the leader board expected to create a sense of competition to be better and increase student motivation to continue learning and sharing.

4) Progress Bar

This element is implemented and combined with the leader board by displaying the progress line of students involved in the mission.

Core 3: Empowerment of Creativity and Feedback

This value is applied to the user's ability to set goals for each individual in order to achieve optimal results. Different goals can produce different results for each user, the game mechanic used in this core is Milestone Unlock.

Milestones Unlock used to unlock locked avatars/badges. Users will get a certain avatar or badge without having to exchange points, if they have reached the target.

Core 4: Ownership & Possession

This value applied in points and user profile which can be updated which includes avatar, name and title. The application of game mechanics to this core is as follows:

1) Avatars

This element gives the user the freedom to change the avatar they want to use. Avatars obtained random when creating an account. The users can get avatars by completing certain missions or exchanging points that have been obtained.

2) Exchangeable Points

Exchangeable Points are elements used to activate avatars or certain items by exchanging points.

Core 5: Social Influence and Relatedness

This value is applied to the profile view feature on the leader board. Through this feature, users can see each other's name, title, and badges collection for each user.

1) Social Treasures

Social Treasures are elements used in the function of an avatar that has the ability to receive points awarded by other users.

2) Friends

This feature is a game element that allows users to add friends into the application. By adding friends, users can chat with each other.

3) Thank-You Economy

This feature is a game element that allows users to give/transfer points they have to help other users by sacrificing their own points without affecting their level and badges.

Core 6: Scarcity and Impatience

This value applied to the opportunity limit in using the exercise mode feature where this feature can only be used 2 (two) times a day and will not increase every day if it is not

used. Likewise, the daily mission steps that can only be claimed after completing certain missions.

Game Mechanics used in this grade is Evolved UI. Evolved UI is an element that provides character evolution when reaching a certain level, characters will have their own abilities that can help users progress such as providing additional points in carrying out a mission.

Core 7: Unpredictability and Impatience

This value is applied to the exercise coupon redeem feature, where each goal and duration of the exercise mode has a different multiplication value, which is not known by the user so that the unpredictability value exists.

Easter Eggs are elements that are used when the user reaches a certain level, the user can evolve which has a big impact on the character by increasing the point value or unlocking special characters (this can be supported by additional points given by the teacher).

Core 8: Loss and Avoidance

This value is applied to overcome Rightful Heritage, namely inducing a sense of ownership of students towards status points and students do not want to lose points after they are given, and if students do not carry out activities at the specified time for some time, they will lose all points as sanctions.

1) Progress Loss

Progress Loss is an element that will be able to display a history when the user lost points in a case, thus making the user more careful when carrying out activities so as not to lose the points they have.

2) Rightful Heritage

This element used for the Free Lunch at the beginning, which can create a sense of ownership of the user to the status point, and so that the user does not want to lose the point after it is given.

B. Software Quality Measurement

The measurement method carried out in this study uses a metric function oriented by calculating the numerical computational value of the data that has been collected using ISO 9126 quality indicators which include the values of the indicators of reliability, functionality, efficiency, usability, maintainability and portability with the observations and calculations.

III. RESULTS AND DISCUSSION

A. Octalysis Framework

The implementation of this KMS application based on the theory of Octalysis Framework second level consists of the Discovery, Onboarding, Scaffolding and Endgame phases. The author also adjusts several stages and the implementation of game mechanics in each phase as follows:

1) Discovery Phase

In the Discovery phase, new students enter the application system by registering / logging in and entering the dashboard page. In the discovery phase, the author will use a number of game mechanics that the author will implement in the KMS software, namely Humanity Hero, Narrative, Free Lunch and Beginner's Luck.

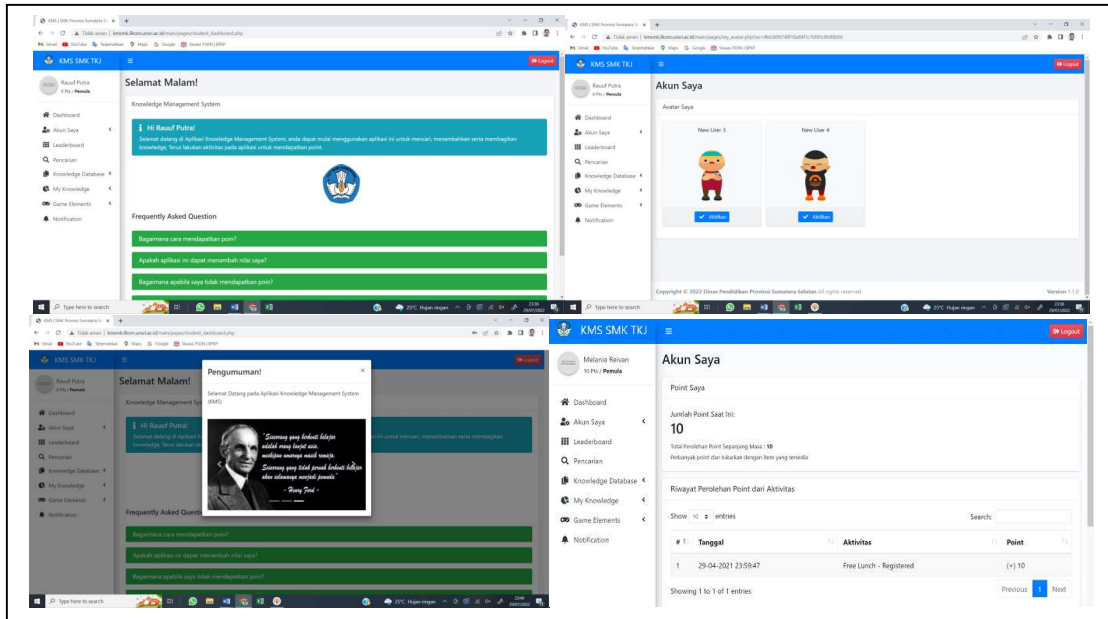


Fig. 2 Implementation of Game Elements in the Discovery Phase: Humanity Hero (top left), Beginner's Luck (top right), Narrative (bottom left) and Free Lunch (bottom right)

The Humanity Hero used in the application to present a motivation to students to take part in the knowledge management process in their competency skills. Humanity Hero will be implemented in the form of an introduction when students successfully enter the system / successfully log in and before entering the main menu of the software.

Beginner's Luck is an initial role selection obtained by students. The students will get a random role when they first access the KMS application, then students will compete to collect all the items.

Narrative is an introduction in the KMS application, this introduction will always appear after students log into the KMS application. The introduction can be in the form of a floating banner containing instructions or announcements to students before using the application.

Free Lunch is an initial point award after the student successfully registers / logs into the application for the first time.

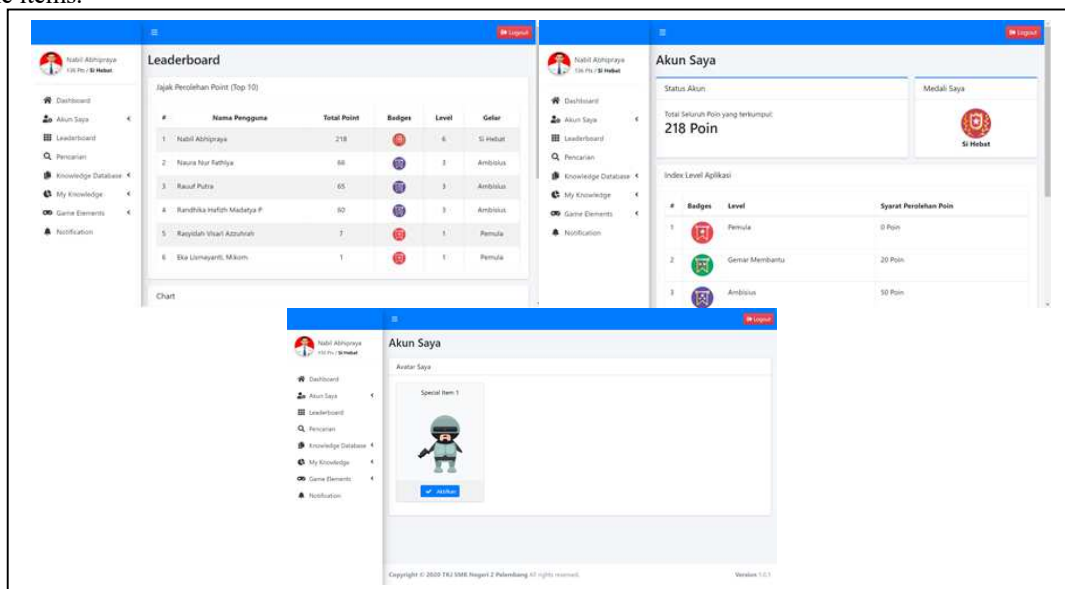


Fig. 3 Implementation of Game Elements in the Discovery Phase: Progress Bar (top left), Badges and Status Points (top right), Evolved UI (bottom)

2) Onboarding Phase

This phase is the initial stage where students begin to understand the main flow of the application and the rules set in the application. The implementation of game mechanisms used in this phase are Badges, Status Points, Progress Bars, and Evolved UI.

a. Progress Bar

The progress bar element is used in the KMS application to display the attributes and total points that have been collected by students, the Leaderboard will only display as many as 10 (students) with the most total points earned in each semester, the Leaderboard can be seen progress and progress at any time.

The badges element is displayed as achievements achieved by students and converted into icons that initialize the levels achieved by students based on the value of points earned. The status Points implemented in this application adjusted to the badges achieved by students ranging from Beginners to Likes to Help.

Evolved UI element that is meant in this application is an avatar that can be collected by students, apart from Free-

Lunch / Beginner's Luck, students can collect as many avatars as possible by exchanging points they have from doing activities in the application.

3) Scaffolding Phase

At this phase, students will begin to enter the KMS system and use software. The game elements used in this stage are Competitions, Exchangeable Points, Elitism, Social Treasure and Thank-You Economy.

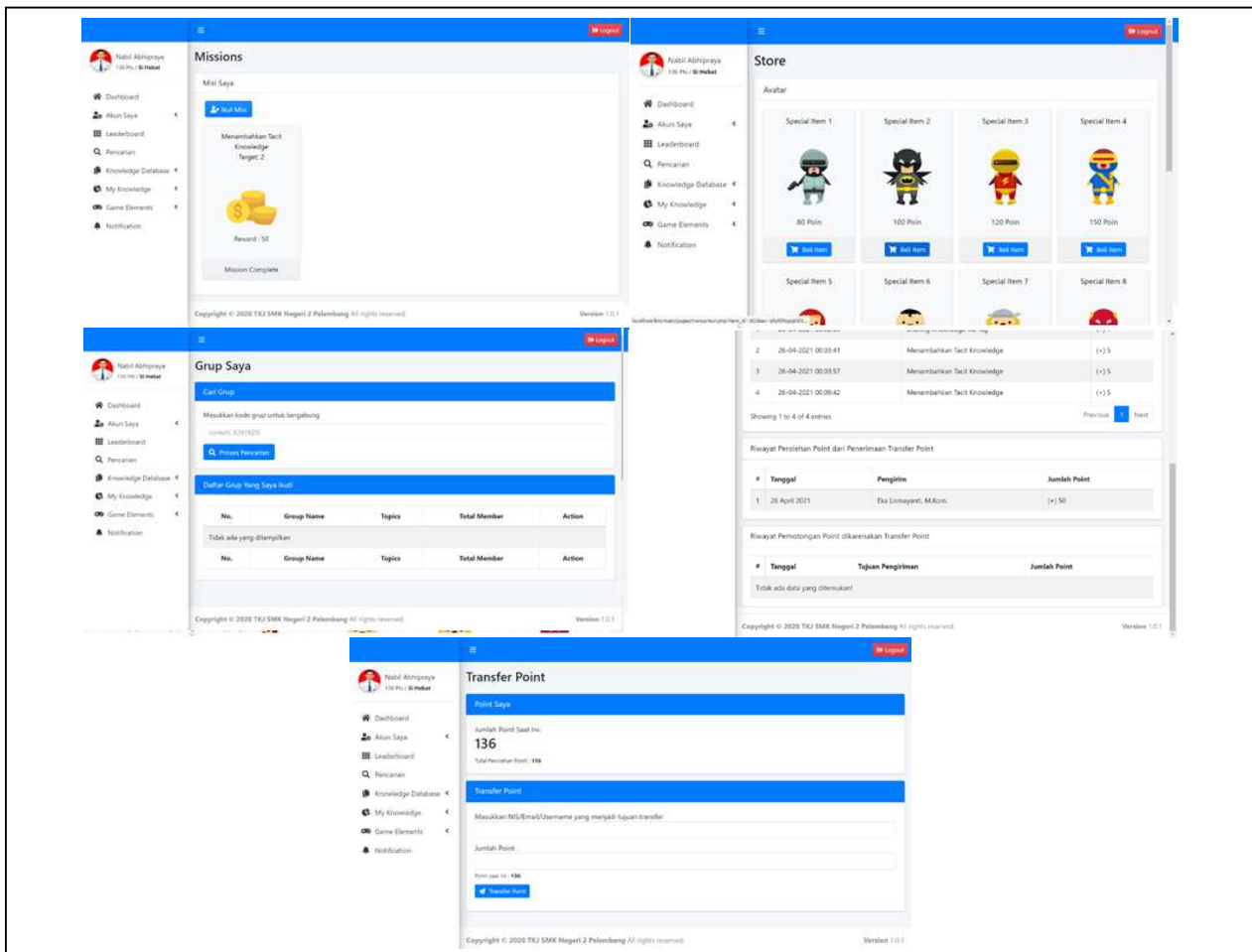


Fig. 4 Implementation of Game Elements in the Scaffolding Phase: Competition (top left), Exchangeable Point (top right), Elitism (middle left), Social Treasure (middle right), Transfer Point (bottom)

Competition element in the KMS application presented in the form of missions to collect points from adding knowledge or doing activities. Students can join missions so that students can collect more points as rewards for completing missions.

Exchangeable Points element is used in this KMS application to allow students to exchange their points for various available items and compete with other friends to collect available items.

Elitism element in the KMS application are used so that students can choose and join a group with other students, then these students can communicate with each other in the group.

Social Treasure element is a form of Game Element that is used in applications that allow students to receive points given by other students and will increase the total point ownership of students who receive them.

Social Treasure is a form of Game Element used in applications that allow students to give gifts to other students by sacrificing their own points.

2) End Game Phase

This phase aims to make students continue to use the application after the set goals or missions have been achieved, by applying The Sunk Cost Prison element which allows the application to reset points and delete the number of points previously owned by students if detected by the system, do not carry out activities at the appointed time.

The Sunk Cost Prison is a Game Element that will make students inactive for some time so that students cannot log into the application, besides that as a punishment student can also lose the points they have.

3.1 Software Quality Measurement

a) Observation Results

Based on the results of observations made on the software, the data obtained is shown in Table III.

b) Numerical Computing

The numerical computational calculation is a calculation of the value that is drawn based on the value of the functional measurement on the system as a normalized value. Because functional value cannot be measured directly, the functional value must draw value from other direct measurements. This function-oriented metric calculation was created by Alan J. Albrecht in 1976 which is called the Function Point (FP) value. The Function Point (FP) value can be calculated using the rating scale shown in Table IV.

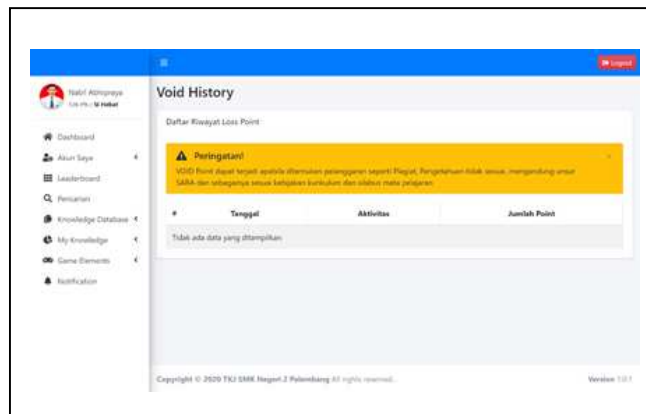


Fig. 5 Implementation of Game Elements in the End Game Phase

TABLE III. OBSERVATION RESULTS

Data Name	Item	Quantity
User Input	New Student Input, New Teacher Input, New Subject Input, Input Tacit Knowledge, Input Explicit Knowledge, Input Comment, Input Transfer Point, Search Input, Enter New Friend List, New Group Input, New Mission Input, Password Change, Tacit Knowledge Transformation, Changing Explicit Knowledge, Profile Photo Changing, Profile Information Change, Comment Modification	17
User Output	Student List, Teacher List, List of Subjects, List of Knowledge, Knowledge list not verified, Friendlist List of Point Earning History, Display Total Knowledge, Display Number of Students, View Detail Knowledge, Display Number of Likes, View Number of Comments, Leaderboard Display, User Profile Information Display, Avatar Selection Display, Badges Display, Display Frequenty Asked Questions, Void Point Display, Confirm User Data Deletion, Login Error Message. Friendlist, Message Input Data To Server, Message Edit Data To Server, QR Code Sharing Knowledge, Leaderboard Display with Bar Chart	25
User Request	Menu Home, My Account Menu, My Point Menu, Avatar Menu, Menu Badges, Leaderboard Menu, Search Menu, Menu Tacit Knowledge Database, Menu Explicit Knowledge Database, My Tacit Knowledge Menu, My Explicit Knowledge Menu, Menu Store, Menu Friends+, Group Menu, Missions . Menu, Transfer Point Menu, Menu Void History, Logout Button, Login Button, Change Password Button, Change Photo Button, Add Knowledge Button, Change Profile Information Button, User Block Button, Approve Knowledge button, Knowledge Reject Button	26
Files	File Explicit Knowledge, Lesson Plan File, Learning Module File, Student List File, Teacher List File, Subject List File	6
External Interface	TCP/IP	1
Current Program Module	Student Account Management, Teacher Account Management, Knowledge Management, Student Account Bulk Entry, Generate QR Code, Point Award Settings, Badges Settings	7
Replaced Module	Point Award Settings, Generate QR Code	2
Removed Module	-	0
Programming Language	PHP 7	1
Failure	Sharing knowledge does not add point, the leaderboard chart calculation does not match the total points	2

C. Calculation of Software Quality Indicator Values Based on ISO 9126

After observing and collecting existing data, the next step is to determine the value of ISO 9126 quality indicators, namely the value of functionality, usability, reliability, efficiency, maintainability and portability.

1. Functionality

The value of the functionality indicator can be taken based on the Function Point (FP) value. To calculate the function point value, it takes some data such as Input, Output, User Request, File and External Interface with a general level of complexity, namely Low, Medium and High. As for the data

held, it was obtained the calculation to find the Function Point (FP) value shows in Table IV.

To get the factor value of the complexity variable, an evaluation of the 14 attributes available in the software was carried out. The evaluation was conducted by distributing questionnaires to some teachers to get the value for each complexity variable on using the software. This attribute was then used as a factor to normalize the function point (FP) calculation. The calculation of the complexity variable factor is shown in Table V.

TABLE IV. NUMERICAL COMPUTING CALCULATION TABLE

Measurement Parameters	Quantity	Weighting Factors			
		Low	Medium	High	Quantity
User Input	17	4 x 3	10 x 4	3 x 6	70
User Output	25	8 x 4	11 x 5	6 x 7	129
User Request	26	17 x 3	5 x 4	4 x 6	95
Files	6		6 x 10		60
External Interface	1			1 x 10	10
Total					364

TABLE V. COMPLEXITY VARIABLES

Number	Variable	Value
1	Backup and Recovery	0 1 2 3 4 5
2	Data Communication	0 1 2 3 4 5
3	Data Processing Distribution	0 1 2 3 4 5
4	Performance	0 1 2 3 4 5
5	Operational Configuration	0 1 2 3 4 5
6	Online entry	0 1 2 3 4 5
7	Online update	0 1 2 3 4 5
8	Data transaction rate	0 1 2 3 4 5
9	User efficiencies	0 1 2 3 4 5
10	Processing complexity	0 1 2 3 4 5
11	Reusability	0 1 2 3 4 5
12	Conversion and Installation	0 1 2 3 4 5
13	Installation Duplication	0 1 2 3 4 5
14	Facilitate Change	0 1 2 3 4 5
	Total (ΣFi)	41

The formula for determining the maximum Function Point (FP) and Function Point (FP_{max}) values is as follows:

$$FP = Total\ Number \times (0.65 + 0.01 Fi) \tag{1}$$

$$FP_{max} = 1.35 \times Total\ number \tag{2}$$

Which FP is Function Point, FP_{max} is Maximum Function Point, Total Number is Information Domain Total and ΣFi is Total Facility Change cost.

Based on calculation using (1), the Function Point (FP) value is 385,8 and the maximum Function Point value (2) is 491,4, after obtaining this value, the level of achievement of functionality can be calculated using (3).

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$$Functionality = \frac{FP}{FP_{max}} \tag{3}$$

Based on (3), the Functionality is 0.785

2. Reliability

The next step is to calculate the reliability indicator or the level of software reliability that can be measured using the Metric Rate of Failure Occurrence (ROCOF) value. To be able

to calculate the value of the Rate of Failure Occurrence, it is necessary to have the value of the Function Point (FP) and the number of failures that occur in the use of the system (Failure).

$$ROCOF = \frac{Failure}{Fuction\ Point} \tag{4}$$

$$Reliability\ value = 1 - Rate\ of\ Failure\ Occurence \tag{5}$$

After measuring (4) and (5), the software ROCOF value is 0,00518 and the reliability value is 0,9948, which means that in 1.000 operations performed on the software, the software can work correctly 994 times, and it is assumed that a system error can occur 6 times.

3. Usability

To get the Usability value, the value of the speed of operation metric is needed. The faster the speed of operation is close to 0, it indicates that the usability of the software is increasing. On the other hand, the higher the speed of operation metric value is away from 0, the software usability will decrease.

$$Speed\ of\ Operation = \frac{User\ Input + User\ Request}{Function\ Point} \tag{6}$$

$$Usability = 1 - Speed\ of\ Operation \tag{7}$$

After the calculation (6) and (7), the software usability value is 0,889. which means that in a job that should have been done by humans in 1.000 jobs, now it can be replaced or assisted systematically as many as 889 times the job.

4. Efficiency

Efficiency in software is directly related to performance, resources and savings obtained from using the software.

$$Estimated\ Metric\ (E) = -13,39 + 0,0545\ FP \tag{8}$$

Based on (8), the Estimated Metric (E) is 7.6361.

5. Maintenance (Maintainability)

In software, if many changes occur, it will be increasingly difficult to perform maintenance on the software. The metric used to find the maintenance value is the software maturity index (SMI) metric value. If the SMI value is close to 1, it means the software is more stable, and vice versa if the SMI value is far from 1, it means the software is not in a stable state. To calculate the SMI value, several variables are needed,

namely the number of active modules (MT), the number of modules added (Fa), the number of modules that have changed (Fc), and the number of modules removed since the initial design. (Fd).

$$SMI = \frac{MT - (Fa + Fc + Fd)}{MT} \quad (9)$$

After the calculation (9) is complete, the maintenance value obtained is 0.7142 which indicates that of the 10 program modules, there are 7 modules that are estimated to be stable, which means that no major changes are required, while the other 3 modules will experience changes during the maintenance phase.

6. Portability

Software portability is divided into three levels, namely source code portability, intermediate code, and runnable code. The programming language used in the software developed in this research is PHP programming language. The portability indicator values are Source Code 1; Intermediate Code 0.66; Runnable Code 0.33. Due to the portability nature of the developed Knowledge Management System (KMS) software, the portability indicator value is 1.

Software Quality Generalization

After getting the value of the ISO 9126 quality indicator which consists of the value of functionality, usability, reliability, maintenance and portability, the next step is to generalize in the form of an overall assessment of the values obtained to calculate the achievement of software quality shown in Table IV.

TABLE VI. GENERALIZATION OF SOFTWARE QUALITY

Number	Characteristic	Value
1	Functionality	0,785
2	Reliability	0,994
3	Usability	0,889
4	Efficiency	0,763
5	Maintainability	0,714
6	Portability	1
	Total Quality	5,14

Ideally, the value of each software quality characteristic indicator should be equal to or close to a value of 1 to obtain a final total quality score of = 6, which is the best value. However, the Knowledge Management System software achieved a quality score of 5,14. When converted into percent form, the value of software quality is obtained as follows.

$$\% \text{ of Quality Achievement} = \frac{\text{Quality Achievement}}{\text{Maximum Quality}} \times 100\% \quad (10)$$

The final result of software quality achieved (10) for the Knowledge Management System with the concept of Gamification based on the Octalysis Framework is 85.6%.

IV. CONCLUSION

The Gamification concept with the Octalysis Framework was implemented in the Knowledge Management System. Some game mechanics in a non-game context consisting of four phases, namely the Discovery, Onboarding, Scaffolding, and Endgame was applied to improve student performance and motivation in learning; the Knowledge Management

System software achieved an overall quality score of 5.14 out of 6 (85.6 percent of quality achieved) covering functionality, reliability, usability, efficiency, maintainability, and portability characteristics of the ISO 9126 quality indicator.

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TABLE OF CONTENT

FRONT MATTER	ii-iv
PREFACE	v
COMMITTEES	vi-vii
TABLE OF CONTENT	viii-xxi

1	<p>Aw...The Museum is so "Dark": The Effect of Thermal Stimuli for Virtual Reality Experience and Emotion <i>Gabriel Indra Widi Tamtama, Halim Budi Santoso, Nila Armelia Windasari, Jyun-Cheng Wang</i></p>	1-7
2	<p>Optimized Random Forest Classifier Based on Genetic Algorithm for Heart Failure Prediction <i>Maria Ulfah Siregar, Ichsan Setiawan, Najmunda Zia Akmal, Dewi Wardani, Yessi Yunitasari, Ardhi Wijayanto</i></p>	8-13
3	<p>The Estimating of Nutrient Value in Apples Based on Size Employing the Canny Edge Detection Algorithm <i>Anis Fitri Nur Masruriyah, Muhammad Haidar Ijlal, Rahmat Rahmat, Hanny Hikmayanti Handayani, Deden Wahiddin, Ahmad Fauzi</i></p>	14-19
4	<p>Influence of Electronic Word Of Mouth (e-WOM), Hedonic Motivation, and Price Value On Consumer’s Purchase Intention Using Social Commerce “TikTok Shop” <i>Mutia Maulida, Yuslena Sari, Siti Rohmah</i></p>	20-26
5	<p>The Influence of The COVID-19 Pandemics in Indonesia On Predicting Economic Sectors <i>Syafrial Fachri Pane, Heriyanto, Aji Gautama Putrada, Nur Alamsyah, Mohamad Nurkamal Fauzan</i></p>	27-32
6	<p>A PSO-GBR Solution for Association Rule Optimization on Supermarket Sales <i>Syafrial Fachri Pane, Aji Gautama Putrada, Nur Alamsyah, Mohamad Nurkamal Fauzan</i></p>	33-38
7	<p>SI-BIME Smart Learning Multimedia Platform for Students: a Solution for the Pandemic-19 in the Regions <i>Dina Fitria Murad, Titan, Taufik Darwis, Hardyansyah</i></p>	39-43

8	Garbage Classification Using CNN Architecture ShuffleNet v2 <i>Eka Setya Wijaya, Andy Mizwar, Achmad Mujaddid Islami, Yuslena Sari, Erika Maulidiya, Irham Maulani Abdul Gani</i>	44-47
9	Bankruptcy Prediction using Ensemble Support Vector Machine <i>Nurul Fathanah Mustamin, Jeffry, Supriyadi La Wungo, Firman Aziz, Nurafni Shahnyb, Ampauleng</i>	48-51
10	Text Normalization on Code-Mixed Twitter Text using Language Detection <i>Rafi Dwi Rizqullah, Indra Budi</i>	52-55
11	Mobile Application Performance Improvement with the Implementation of Code Refactor Based on Code Smells Identification: Dutataniku Agriculture Mobile App Case Study <i>Argo Wibowo, Antonius Rachmat Chrismanto, Maria Nila Anggia Rini, Lukas Chrisantyo</i>	56-62
12	Public Sentiment Analysis of Indonesian Tweets About COVID-19 Vaccination Using Different Machine Learning Approaches <i>Valentinus Paramarta, Adele Mailangkay, Hilda Amalia, Desta Chrismas</i>	63-67
13	Modeling and Simulation of Long Range (LoRa) Communication System on Smart Grid <i>Ismindari, Syafaruddin, Amil Ahmad Ilham, Ardiaty Arief</i>	68-73
14	Validation and Verification of Business Architecture Process Based On The V . Model <i>Widia Febriyani, Firna Muningar Kistianti, Muharman Lubis</i>	74-79
15	Fire Detection In Wetland Using YOLOv4 And Deep Learning Architecture <i>Andreyan Rizky Baskara, Yuslena Sari, Auria Andeni Anugerah, Eka Setya Wijaya, Ricardus Anggi Pramunendar</i>	80-85
16	Design and Build a Attendance System and Employee Performance Assessment with a Website-Based Profile Matching Method <i>Hata Maulana, Noorlela Marcheta, Asep Taufik Muharram, Kamil Raihan Permana, Alifah Putri Aisyah</i>	86-90
17	Comparison of the K-Nearest Neighbor and Decision Tree algorithm to the Sentiment Analysis of Investment Applications Users in Indonesia <i>Doni Purnama Alamsyah, Rizkiansyah, Asti Herliana, Tjia Fie Tjoe</i>	91-96

18	Investigation of Netizen Sentiment Analysis Toward The Controversy of Information and Electronic Transaction Law <i>Fahdi Saidi Lubis, Muharman Lubis, Lukmanul Hakim</i>	97-103
19	A Systematic Literature Review Enhanced Felder Silverman Learning Style Models (FSLSM) <i>Supangat, Mohd Zainuri Bin Saringat</i>	104-110
20	Prediction of Automobiles Prices Using Exploratory Data Analysis Based on Improved Machine Learning Techniques <i>Fadhil Muhammad Basysyar, Ferisanti, Maryam Wulandari, Indah Sucitra, Dian Ade Kurnia, Solikin Solikin</i>	111-116
21	A Systematic Literature Review of Barriers and Drivers E-Government in Developing Countries: TOE Framework Perspective <i>Dony Martinus Sihotang, Bambang Aria Yudhistira, Solikin Solikin, Widijanto Satyo Nugroho, Wahyu Catur Wibowo, Dana I. Sensuse, Achmad Nizar Hidayanto</i>	117-122
22	User Experience Analysis Using Usability Testing on Library and Knowledge Center BINUS University with SmartPLS <i>Dyaz Aerlangga, Rifky Muhammad Arsy, Gunawan Sunardy, Teguh Prasandy</i>	123-127
23	Acceptance Rate Analysis of Internal Management Operational Application on Pt. Sigma Cipta Caraka Using Technology Acceptance Model (TAM) <i>Fatimah Azzahra Ashari, Muhammad Qamra Zahran Muharam, Junia Himmayati, Teguh Prasandy</i>	128-131
24	Examining User Acceptance of MOOCs: The Role of Openness, Task Technology Fit, and Self-Efficacy <i>Bernardinus Harnadi, Albertus Dwiyooga Widianoro, FX. Hendra Prasetya</i>	132-137
25	Follicle Detection Model on Ovarian Ultrasound Image <i>Sri Hartati, Aina Musdholifah, Putu Desiana Wulaning Ayu</i>	138-145
26	Sentiment Analysis of "Hepatitis of Unknown Origin" on Social Media using Machine Learning <i>Nova Agustina, Harya Gusdevi, Diyah Wijayati, Iis Ismawati, Candra Nur Ihsan</i>	146-151
27	Online Learning and Students' Ethical Behavior During Covid-19: For Better or for Worse? <i>Febri Tri Intan Azhana, Rosita Widjojo, Doni Purnama Alamsyah, Khusnul Khotimah, Muchamad Rizky Zakaria</i>	152-156

28	ISO 15489 Attributes Prioritization in Electronic Document Management System of the First Level Healthcare Facilities <i>Intan Dzikria, Luvia Friska Narulita, Agus Hermanto, Geri Kusnanto</i>	157-162
29	Vanishing Point Detection using Angle-based Hough Transform and RANSAC <i>Dea Angelia Kamil, Wahyono, Agus Harjoko</i>	163-167
30	Classification and Sentiment Analysis on Tweets of the Ministry of Health Republic of Indonesia <i>Apriandy Angdresey, Indah Yessi Kairupan, Kenshin Geraldly Emor</i>	168-173
31	An Electricity Consumption Monitoring and Prediction System Based on The Internet of Things <i>Apriandy Angdresey, Lanny Sitanayah, Zefanya Marieke Philia Rumpesak</i>	174-179
32	Conditional Random Field for Crime News Information Extraction with Enhancement of SMOTE <i>Viny Christanti M., Veronika, Dali S. Naga</i>	180-185
33	The Implementation of Real-ESRGAN as An Anticipation to Reduce CER Value in Plate Number Extraction Results Employing EasyOCR <i>Geo Septian, Deden Wahiddin, Hilda Yulia Novita, Hanny Hikmayanti Handayani, Ayu Ratna Juwita, Anis Fitri Nur Masruriyah</i>	186-190
34	Learner Action Patterns in the Problem-Solving Process Related to Program Code Composition Based on Tracking System Activities <i>Aulia Akhrian Syahidi, Ahmad Afif Supianto, Tsukasa Hirashima, Yutaka Watanobe</i>	191-197
35	Mobile Device Positioning by Using Dynamic Weighted Centroid Model <i>Rifki Kosasih, Ahmad Sabri</i>	198-201
36	Multiclass Intent Classification for Chatbot Based on Machine Learning Algorithm <i>W. M. Amir Fazamin W. Hamzah, Mohd Kamir Yusof, Ismahafezi Ismail, Mokhairi Makhtar, Hasnah Nawang, Azwa Abdul Aziz</i>	202-207
37	IoT-Agri: IoT-based Environment Control and Monitoring System for Agriculture <i>Adimas Ketut Nalendra, Dona Wahyudi, M. Mujiono, M. Nur Fuad, Ni'ma Kholila</i>	208-213

38	Analysis of Design Implementation Guidelines for Data Governance Management Based on DAMA-DMBOKv2 <i>Fadhil Rozi Hendrawan, Tien Fabrianti Kusumasari, Rokhman Fauzi</i>	214-219
39	Implementation of Modified Linear Congruent Methods in Randomizing Exam Questions to Optimize the Learning Environment <i>Maxrizal, Sujono, Baiq Desy Aniska Prayanti, Syafrul Irawadi</i>	220-223
40	Enterprise Architecture Planning based on One Data in Indonesian Higher Education <i>Hery Dian Septama, Muhamad Komarudin, Puput Budi Wintoro, Mahendra Pratama, Titin Yulianti, Bambang Sundari</i>	224-229
41	Spelling Correction Using the Levenshtein Distance and Nazief and Adriani Algorithm for Keyword Search Process Indonesian Qur'an Translation <i>Muhammad Iskandar Yahya, Arini, Victor Amrizal, Iik Muhamad Malik Matin, Dewi Khairani</i>	230-235
42	A Study on Text Feature Selection Using Ant Colony and Grey Wolf Optimization <i>Joan Angelina Widians, Retantyo Wardoyo, Sri Hartati</i>	236-242
43	Improvising Low Contrast Malaria Images Using Contrast Enhancement Techniques on Various Color Models <i>Doni Setyawan, Retantyo Wardoyo, Moh Edi Wibowo, E. Elsa Herdiana Murhandarwati</i>	243-248
44	Comparison of Smoothing Methods to Remove Artifacts in Emotion Recognition based on Electroencephalogram Signals <i>I Made Agus Wirawan, Retantyo Wardoyo, Danang Lelono, Sri Kusrohmaniah</i>	249-256
45	New Approach of Covid-19 Prevention by Implemented Combination of Decision Support System Algorithm <i>Eddy Soeryanto Soegoto, Yeffry Handoko Putra, Rahma Wahdiniwaty, Zuriani Ahmad Zukarnain, Noorihan Abdul Rahman</i>	257-263
46	An experimental study on binary optimization using quantum annealing in D-Wave <i>Nongmeikapam Brajabidhu Singh, Gopal Krishna, Arnab Roy, Joseph L Pachuau, Anish Kumar Saha</i>	264-268

47	Oil Well Monitoring System Based on IoT Technology and Machine Learning <i>Evizal Abdul Kadir, Muslim Abdurrahman, Sharul Kamal Abdul Rahim, Agus Arsad, Sri Listia Rosa, Apri Siswanto</i>	269-274
48	Gamification using Octalysis Framework in Knowledge Management System for Vocational High Schools during the Covid-19 Pandemic <i>Mgs. Afriyan Firdaus, Dwi Rosa Indah, Yoppy Sazaki, Eka Prasetyo Ariefin, Muhammad Fachri Nuriza, Muhammad Rafly</i>	275-282
49	Classification of Chili Plant Condition based on Color and Texture Features <i>Deffa Rahadiyan, Sri Hartati, Wahyono, Andri Prima Nugroho</i>	283-289
50	Face Recognition System Using Feature Extraction Method of 2-D Gabor Wavelet Filter Bank and Distance-Based Similarity Measures <i>R. Rizal Isnanto, Ajub Ajulian Zahra, Andre Lukito Kurniawan, Ike Pertiwi Windasari</i>	290-293
51	Design of Blind Community Assistance Devices with Indoor Positioning System Technology <i>Bong Cen Choi, David Habsara Hareva, Samuel Lukas</i>	294-299
52	The Follower-Influencer Experience Affecting the Intention to Follow Recommendation: PAD Perspective <i>Dedi I. Inan, Achmad Nizar Hidayanto, Ratna Juita, Adam Maulana, Dinda Mutiara Qur'ani Putri, Muhammad Fariz Farhan, Siti Kaamiliaa Hasnaa, Marlinda Sanglise</i>	300-305
53	Adaptive Cooling System for Comfortable Learning <i>David Habsara Hareva, Andre Andre, Benny Hardjono, Calandra Alencia Haryani, Irene Astuti Lazarusli</i>	306-310
54	Motivation and Drivers for Online Fashion Rental: Study by Social Networking Sites in Indonesia <i>Margareth Setiawan, Sandy Setiawan, Aris Darisman, Rosyidah Rahmah</i>	311-316
55	UT Metaverse: Beyond Universitas Terbuka Governance Transformation and Open Challenges <i>Antares Firman, Ali Muktiyanto, Dedi I. Inan, Ratna Juita, Ghassan Beydoun, Daryono</i>	317-322
	Analysis of Face Data Augmentation in Various Poses for Face Recognition Model	

56	<i>T. M. Syahril Nur Alamsyah, Taufik Fuadi Abidin, Ridha Ferdhiana, M. Dirhamsyah, Muhammad Chaidir</i>	323-328
	Utilization of Linguistic Data for Learner Assessment on e-Learning: Instrument and Processing	
57	<i>Wenty Dwi Yuniarti, Sri Hartati, Sigit Priyanta, Herman Dwi Surjono</i>	329-333
	Grading Problem-Solving for Clustering Students' Score Using Dynamic Programming Procedure in The Context of Dynamic Time Warping	
58	<i>Mochamad Nizar Palefi Ma'ady, Tabina Shafa Nabila Syahda, Muhammad Nasrullah, Anindya Salwa Salsabila, Uily Asfari, Hawwin Mardhiana</i>	334-338
	The 7-Phases Preprocessing Based On Extractive Text Summarization	
59	<i>Adhika Pramita Widyassari, Edy Noersasongko, Abdul Syukur, Affandy</i>	339-344
	Dual Cluster Head Selection Based on LEACH and Differential Search Algorithm to Extend Network Lifetime in Wireless Sensor Network	
60	<i>Kun Nursyaiful Priyo Pamungkas, Supeno Djanali, Radityo Anggoro, Paliling, Puhriani Burhan, Feriyadi</i>	345-351
	The Evaluation on Acceptance of the Use of Social Media in the Implementation of Blended Learning in Private Higher Education in Indonesia	
61	<i>Fahmi Yusuf, A'ang Subiyakto, Titik Khawa</i>	352-358
	Blockchain-Based Multiple Server Database System Prototype on BMKG Automatic Weather Station (AWS) Center Architecture	
62	<i>Handi Sutriyan, Agung Sunaryadi, Marzuki Sinambela</i>	359-364
	Low Cloud Type Classification System Using Convolutional Neural Network Algorithm	
63	<i>Muhammad Naufal Fikriansyah, Hapsoro Agung Nugroho, Marzuki Sinambela</i>	365-370
	Dynamic Pricing Analytic of Airbnb Amsterdam Using K-Means Clustering	
64	<i>Fitrianingsih, Dewi Agushinta Rahayu, Figa Rizfa Zazila</i>	371-377
	Systematic Literature Review of Text Feature Extraction	
65	<i>Agus Mulyanto, Sri Hartati, Retantyo Wardoyo</i>	378-383

66	<p>Food Vloggers: Mapping the Relationships between Personal Relevance, Customer Engagement, and Repurchase Decision</p> <p><i>Arif Murti Rozamuri, Johan Setiawan, Christian Haposan Pangaribuan, Hidayanti, Tri Wismiarsi, Maria Wahyuni</i></p>	384-389
67	<p>Model Implementation of Application Programming Interface for E-Government Data Integration</p> <p><i>Agus Sifaunajah, Tholib Hariono, Moh. Anshori Aris Widya, Primaadi Airlangga, Sujono, Siti Sufaidah</i></p>	390-395
68	<p>A Time-Window Approach to Recommending Emerging and On-the-rise Items</p> <p><i>Tubagus Mohammad Akhriza, Indah Dwi Mumpuni</i></p>	396-403
69	<p>Topic Modeling on Covid-19 Vaccination in Indonesia Using LDA Model</p> <p><i>Nurul Mutiah, Dian Prawira, Ibnur Rusi</i></p>	404-409
70	<p>Prediction of Work From Home Post COVID-19 using Classification Model</p> <p><i>Risanti Galuh, Johan Setiawan</i></p>	410-415
71	<p>Automatic Determination of Seeded Region Growing Parameters in Watershed Regions to Segmentation of Tuna</p> <p><i>Wanvy Arifha Saputra, Agus Zainal Arifin, Nuruddin Wiranda, Edi Yohanes, Zainal Abidin, Bambang Suriansyah</i></p>	416-423
72	<p>GeoJSON Implementation for Demographic and Geographic Data Integration Using RESTful Web Services</p> <p><i>Alam Rahmatulloh, Bambang Tri Handoko, Rahmi Nur Shofa, Irfan Darmawan</i></p>	424-429
73	<p>Android-based Matrix Learning Media to Increase Student Interest in Learning</p> <p><i>Isna Wardiah, Rahimi Fitri, Reza Fauzan, Seberan, Fuad Sholihin</i></p>	430-435
74	<p>M-Government Adoption in Indonesia: Self-Determination Theory</p> <p><i>Dedi I. Inan, Achmad Nizar Hidayanto, Ratna Juita, Antares Firman, Ali Muktiyanto, Hermawan Wibisana Arifin, Muhammad Rizky Darmawan, Nabilla Yuli Shafira, Cassie Michelle</i></p>	436-441
75	<p>Games for Scrum Team Collaboration in the Global Software Development Environment: A Literature Review</p> <p><i>Anita Hidayati, Iklima Ermis Ismail, Ade Rahma Yuly, Henry Edison</i></p>	442-446

	Digital Transformation Impact Analysis towards Transition in the Role of Information Technology for Organization in New Digital Bank	
76	<i>Yosua Pangihutan Sagala, Muhammad Akmal Juniawan, Vina Ardelia Effendy, Rahmawati Putrianasari, Vien Aulia Rahmatika, Muhammad Rifki Shihab, Benny Ranti</i>	447-452
	Analysis of Critical Success Factors in Information Technology Projects: A National Shipping Company Case Study	
77	<i>Ivan Eka Aditya, Ardhy Wisdarianto, Teguh Raharjo</i>	453-459
	Rice seed classification using machine learning and deep learning	
78	<i>Budi Dwi Satoto, Devie Rosa Anamisa, Muhammad Yusuf, M Kautsar Sophan, Siti Oryza Khairunnisa, Budi Irmawati</i>	460-466
	1D Convolutional Neural Network to Detect Ventricular Fibrillation	
79	<i>Sava Savero, David Agustriawan, Muammar Sadrawi</i>	467-471
	Analysis for Data Mobility and Covid-19 Positive Rate with Multilayer Perceptron	
80	<i>Arie Vatesia, Ruvita Faurina, Rizki Zulfahmi</i>	472-477
	Multibranch Convolutional Neural Network For Gender And Age Identification Using Multiclass Classification And FaceNet Model	
81	<i>Haris Setiawan, Mudrik Alaydrus, Abdi Wahab</i>	478-483
	Detecting Online Outlier for Data Streams using Recursive Residual	
82	<i>Yasi Dani, Agus Yodi Gunawan, Sapto Wahyu Indratno</i>	484-490
	Implementation of Adaptive Bit Decision Point to Improve Receiver Performance in Li-Fi System	
83	<i>Juan Salao Biantong, Mudrik Alaydrus, Ahmad Sony Alfathany</i>	491-496
	Adoption Technology at MSMEs: A Conceptual Model with TOE	
84	<i>Evi Triandini, I Gusti Ngurah Satria Wijaya, I Ketut Putu Suniantara, Sugiarto, Djoko Budiyanto Setyohadi</i>	497-501
	Chunk Learning Media for Cognitive Load Optimization on Science Learning	
85	<i>Ng Melissa Angga, Cicilia Caroline Phieranto, Fonny Tejo, Dionisius Yovan, Angelica Angelica, Felicia Sumarsono Putri</i>	502-507
	Topic Modeling for Cyber Threat Intelligence (CTI)	

86	<i>Hatma Suryotrisongko, Hari Ginardi, Henning Titi Ciptaningtyas, Saeed Dehqan, Yasuo Musashi</i>	508-514
87	LongSpam: Spam Email Detection Using LSTM Algorithm <i>Nurhadi Wijaya, Yudianingsih, Evrita Lusiana, Sugeng Winardi, Zaidir, Agus Qomaruddin Munir</i>	515-520
88	Improving Candle Direction Classification in Forex Market using Support Vector Machine with Hyperparameters Tuning <i>Raymond Sunardi Oetama, Yaya Heryadi, Lukas Lukas, Wayan Suparta</i>	521-526
89	Energy Efficiency in Buildings Using Multivariate Extreme Gradient Boosting <i>Triando Hamonangan Saragih, Rahmat Ramadhani, Muhammad Itqan Mazdadi, Muhammad Haekal</i>	527-531
90	LSTM and ARIMA for Forecasting COVID-19 Positive and Mortality Cases in DKI Jakarta and West Java <i>Syafrial Fachri Pane, Adiwijaya, Mahmud Dwi Sulistiyo, Alfian Akbar Gozali</i>	532-537
91	Sentiment Analysis on Cryptocurrency Based on Tweets and Retweets Using Support Vector Machines and Chi-Square <i>Isabella Donita Hasan, Raymond Sunardi Oetama, Aldo Lionel Saonard</i>	538-543
92	Augmented Reality English Education Based iOS with MobileNetV2 Image Recognition Model <i>Doni Purnama Alamsyah, Yudi Ramdhani, Agus Tiyansyah Syam, Ahmad Setiadi</i>	544-548
93	Sentiment Classification of Visitors in Yogyakarta Palace using Support Vector Machine <i>Cahaya Damarjati, Fadia Rani, Slamet Riyadi, Gan Kok Beng</i>	549-553
94	The Comparison of Sentiment Analysis Algorithm for Fake Review Detection of The Leading Online Stores in Indonesia <i>Pius Hans Christian, Ririn Ikana Desanti</i>	554-557
95	Hate Speech Detection in Code-Mixed Indonesian Social Media: Exploiting Multilingual Languages Resources <i>Endang Wahyu Pamungkas, Azizah Fatmawati, Yusuf Sulisty Nugroho, Dedi Gunawan, Endah Sudarmilah</i>	558-562
96	Semantic Segmentation of Landsat Satellite Imagery <i>Herlawati Herlawati, Rahmadya Trias Handayanto, Prima Dina Atika, Sugiyatno Sugiyatno, Rasim Rasim, Mugiarto Mugiarto, Andy Achmad Hendharsetiawan, Jaja Jaja, Santi Purwanti</i>	563-568

97	DeepRec: Efficient Product Recommendation Model for E-Commerce using CNN <i>Hamzah, Erizal, Mohammad Diqi</i>	569-574
98	Comparison of Convolutional Neural Network Models to Detect Covid-19 on CT-Scan Images <i>Slamet Riyadi, Suci Rahmadina M. Rasyid, Cahya Damarjati</i>	575-579
99	Data Pipeline Framework for AIS Data Processing <i>Ni Kadek Bumi Krismentari, I Made Oka Widyantara, Ngurah Indra ER, I Made Dwi Putra Asana, I Putu Noven Hartawan, I Gede Sudiantara</i>	580-585
100	User Experience Evaluation of IT Support Mobile Application Using System Usability Scale (SUS) and Retrospective Think Aloud (RTA) <i>Immanuel Revelino Murmanto, Sunardi, Ratih Muthiah Kamilia, Ganis Maulia Yusuf, Rizki Kurniawan</i>	586-593
101	Development of Portal Signer for Digital Products by Using Iterative Model at PT RST <i>Manogunawan Resqi Gultom, Riyanthi Angrainy Sianturi, Rince Septriana Parhusip, Ova Ferdinan Marbun, Yohanssen Pratama</i>	594-602
102	Portable Monitoring Systems for Rivers Waste Based on Internet of Things <i>Henderi Henderi, Mumammad Hudzaifah Nasrullah, Laura Belani Nudiyah, Po Abas Sunarya, Sofa Sofiana, Didik Setiyadi</i>	603-607
103	Monitoring Indoor Air Quality for Thermal Comfort using Internet of Things <i>Rahmi Andarini, Moeljono Widjaja</i>	608-613
104	Adopting Haar Cascade Algorithm on Mask Detection System Based on Distance <i>Jemakmun, Rudi Suhirja, Darius Antoni, Hadi Syaputra</i>	614-618
105	Impact of Leadership in Transitioning IT Roles from Turnaround to Strategic: Case Study of PT. XYZ <i>Paulus Donny Junianto</i>	619-624
106	Usability Evaluation on Educational Chatbot using the System Usability Scale (SUS) <i>Arief Hidayat, Agung Nugroho, Safa'ah Nurfa'izin</i>	625-629

107	Real Time Web-based Facemask Detection <i>Geraldo Pan, Suryasari, Haditya Setiawan, Aminuddin Rizal</i>	630-634
108	Interaction Design of Indonesian Anti Hoax Chatbot using User Centered Design <i>Ryan Daniel, Ayu Purwarianti, Dessi Puji Lestari</i>	635-640
109	Mobile Augmented Reality for Japanese Vocabulary and Hiragana Letters Learning with Mnemonic Method <i>Riri Safitri, Resnia Trya Muslima, Sandra Herlina</i>	641-647
110	Analysis of Discussion Tendency on Twitter using Text Classification <i>Reyvan Rizky Irsandi, Ayu Purwarianti</i>	648-654
111	Usability Improvement Through User Interface Design With Human Centered Design (HCD) Method On Junior High School Websites <i>Saepul Aripriyanto, Muhamad Azhari, Riana Munawarohman, Siti Ummi Masruroh, Dewi Khairani, Husni Teja Sukmana</i>	655-661
112	Educational Question Classification with Pre-trained Language Models <i>Said Al Faraby, Adiwijaya, Ade Romadhony</i>	662-667
113	Evaluation of Enterprise Resource Planning (ERP) and Open-source ERP Modification for Performance Improvement <i>Ananda, Jansen Wiratama</i>	668-676
114	Adaptivo: A Personalized Adaptive E-Learning System based on Learning Styles and Prior Knowledge <i>M.A.M Rishard, S.L Jayasekara, E.M.P.U Ekanayake, K.M.J.S Wickramathilake, Shyam Reyal, Kalpani Manathunga, Jagath Wickramarathne</i>	677-685
115	Data Balance Optimization of Fraud Classification for E-Commerce Transaction <i>Aida Fitriyani, Wowon Priatna, Tyastuti Sri Lestari, Dwipa Handayani, TB Ai Munandar, Amri</i>	686-689
116	YoBagi's User Experience Evaluation using User Experience Questionnaire <i>Fransiskus Panca Juniawan, Dwi Yuny Sylfania, Rendy Rian Chrisna Putra, Henderi Henderi</i>	690-693
	A Floor Cleaning Based-Robotic Combines A Microcontroller And A Smartphone	

117	<i>Jafar Shadiq, Rita Wahyuni Arifin, Bayu Aji Prayoga, Sumardiono S., Ari Nurul Alfian, Solikin Solikin</i>	694-698
	Implementation of Internship Decision Support System Using Simple Multi Attribute Rating Technique (SMART)	
118	<i>Pajri Aprilio, SY Yuliani</i>	699-705
	Implementation of One Data-based Lecturer Profile Information System for Key Performance Indicator Monitoring	
119	<i>Hery Dian Septama, Muhamad Komarudin, Puput Budi Wintoro, Mahendra Pratama, Titin Yulianti, Wahyu Eko Sulistiono</i>	706-712
	Travel Budget Prediction for Determining Tourism Objects Using Simple Additive Weighting (SAW) Algorithm	
120	<i>H Hartatik, Nurul Firdaus, Rudi Hartono, Berliana Kusuma Riasti, Agus Purbayu, Fiddin Yusufida A'la</i>	713-718
	Optimization Analysis of Neural Network Algorithms Using Bagging Techniques on Classification of Date Fruit Types	
121	<i>Rully Pramudita, Solikin Solikin, Nadya Safitri</i>	719-723
	Machine Learning Model Based on REST API for Predicting Tenders Winner	
122	<i>Mardi Yudhi Putra, Rachmad Nur Hayat, Ahmad Chusyairi, Dwi Ismiyana Putri, Solikin Solikin</i>	724-728
	IoT-Based Smart Bin Using Smell, Weight, And Height Sensors	
123	<i>Abraham Bulyan Zebua, Muhammad Fahrul Azmi Husni, Muhammad Naufal, Andri Andri, Syanti Irviantina</i>	729-733
	The role of management technology and innovation strategy in business strategy based on a user perspective	
124	<i>Nina Kurnia Hikmawati, Yusuf Durachman, Husni Teja Sukmana, Herlino Nanang</i>	734-738
	Implementation of Discrete Cosine Transform and Permutation-Substitution Scheme Based on Henon Chaotic Map for Images	
125	<i>Irpan Adiputra Pardosi</i>	739-743
	E-Archive Document Clustering Information System Using K-Means Algorithm	
126	<i>Aida Fitriyani, Dwipa Handayani, Achmad Noeman, Asep Ramdhani Mahbub, Ratna Salkiawati, Ahmad Fathurrozi</i>	744-748
	Usability Testing Analysis of Company Website System In Indonesia	

127	<i>Rangga Firdaus, Nina Kurnia Hikmawati, Yusuf Durachman, Herlino Nanang, Dewi Khairani, Muhammad Syauqi Hazimi</i>	749-754
	Towards Tourism Management Platform for Culinary Tourism Management and Merchandise E-Catalogs	
128	<i>Nurul Firdaus, Salsabila Fithriyah, Hartatik, Agus Purbayu, Fiddin Yusufida A'la, Berliana Kusuma Riasti</i>	755-760
	The Influence of Blended Learning with Flipped Classroom Model on Motivation in Learning Geography	
129	<i>Nur Azizah, Jakiatin Nisa, Syairul Bahar, Andri Noor Ardiansyah, Abd. Rozak</i>	761-764
	Design and Implementation of Free Ambulance Service System in Bandar Lampung City Based on Android Mobile Application	
130	<i>Gigih Forda Nama, Candra Kurnia Nugraha, Hery Dian Septama</i>	765-771
	AUTHOR INDEX	772-783

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