

ABSTRACT

Higher education has an important role in equipping students with knowledge, skills, and experience to contribute positively to society, this function is assisted by LMS as a platform to help its implementation. This study examines the factors that influence student performance through assessments in Cyber Ethics Law and Professional Ethics courses. With the Action Research method using the Think Pair Share approach, an iterative process including learning modules in the LMS, quizzes, discussions, oral tests, and simulations of SKCK procedures was carried out. The results show differences in performance between undergraduate and master students. Passive understanding of the RPS and materials requires further evaluation, Quizzes show an increase in master students, but decrease in undergraduate students. Discussions and oral tests reveal variations in individual and collaborative skills. Simulation of the SKCK experience shows higher engagement and understanding in postgraduate students. This study provides insight into optimizing learning methods and tools for student performance as seen from several dimensions such as methods, actors, and division of tasks, so that they can be refined for future research.

Keywords: Student Performance, Action Research Think Pair Share, LMS, Technology-Based Education.