

COLLABORATIVE ORAL ASSESSMENT: AN AUTHENTIC EVALUATION STRATEGY TO FOSTER STUDENTS' SELF-CONFIDENCE AND INTEGRITY IN THE DIGITAL ERA

(A Systematic Literature Review In Vocational Education Context)

Rina Andriani¹, Yuni Pantiwati^{2*}

¹SMKN 1 Wonosari, Kecamatan Wonosari,

²Universitas Muhammadiyah Malang

Email: rinanose2018@gmail.com

(*) Corresponding Author
rinanose2018@gmail.com

How to Cite: Andriani dan Pantiwati. (2026). Collaborative Oral Assessment: An Authentic Evaluation Strategy To Foster Students' Self-Confidence And Integrity In The Digital Era (A Systematic Literature Review In Vocational Education Context). doi: 10.36526/js.v3i2.6464

Received : 29-10-2025

Revised : 15-12-2025

Accepted : 03-03-2026

Keywords:

Authentic Assessment;
 Collaborative Learning;
 Oral-Based Assessment;
 Integrity; Vocational Education

Abstract

Authentic assessment is challenging in the digital era, as students often rely on search engines and AI. This study conducts a Systematic Literature Review (SLR) to explore the role of oral-based collaborative assessment in fostering student self-confidence and academic integrity, particularly in vocational education. Using the PRISMA method, 50 articles published between 2020–2024 were selected from Google Scholar, ERIC, and Scopus, supplemented by classical foundational literature. Findings indicate that oral-based collaborative assessment effectively enhances self-efficacy, strengthens accountability, and promotes honest academic behavior. These insights provide practical guidance for vocational teachers to design authentic, collaborative, and digitally adaptive assessment strategies.

INTRODUCTION

The development of education in Indonesia over the past two decades has shown significant transformation, especially in terms of learning assessment and evaluation. Assessment, which initially focused solely on knowledge mastery, is now directed at measuring student competence more holistically, covering the cognitive, affective, and psychomotor domains. This shift is in line with the dynamics of the curriculum in Indonesia, starting from the 2006 Education Unit Level Curriculum (KTSP), the 2013 Curriculum, to the Merdeka Curriculum that is currently being promoted. The Merdeka Curriculum emphasizes the importance of formative assessment, authentic assessment, and project-based evaluation that fosters 21st-century skills (Kemendikbudristek, 2022).

However, assessment practices in the field are still dominated by written tests. This model is relatively easy to implement, but it is limited in measuring students' communication, collaboration, and integrity skills. The results of research by Puspitasari and Suryana (2020) show that most teachers still rely on written exams as the main instrument, thus not fully providing space for the development of students' self-confidence. This condition is exacerbated by various challenges in the

digital era, such as the increase in cases of plagiarism, the unethical use of artificial intelligence, and low academic awareness among students (UNESCO, 2023; Wahyudi, 2022).

In this context, collaborative oral assessment is one strategic alternative. This form of assessment places students in group discussions, presentations, or simulations that encourage them to express ideas, listen to others' opinions, and work together to solve problems. Rahman and Hidayati (2021) found that collaborative oral assessment can boost students' confidence and communication skills while reinforcing their academic integrity. By involving direct interaction, teachers can also more easily assess students' thought processes and attitudes rather than relying solely on written results.

The implementation of collaborative oral-based assessment is also relevant to the spirit of the Pancasila Student Profile, which emphasizes six main dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Ministry of Education, Culture, Research, and Technology, 2022). Through oral assessment, students are trained to express their opinions with confidence, respect differences, and build integrity in academic interactions. Integrity is key in facing the challenges of the digital age, which is full of opportunities as well as the potential for technology misuse.

Thus, research on collaborative oral-based assessment strategies is highly relevant. In addition to addressing national curriculum needs, this approach can also provide solutions to the problems of low self-confidence and integrity among students. This research is expected to enrich Indonesian educational literature and provide practical recommendations for teachers in conducting more meaningful assessments.

Authentic assessment emphasizes the assessment of students' abilities in real contexts that are relevant to their professional lives. Wiggins (1998) states that authentic assessment must: reflect the skills that students have truly mastered, assess the learning process and outcomes holistically, and provide opportunities for students to demonstrate their understanding in real situations. In vocational education, authentic assessment is crucial because students must be prepared to face real work challenges in the fields of business, technology, or manufacturing. Several recent studies (Rahmawati et al., 2022; Putri & Nugroho, 2020) confirm that the implementation of authentic assessment increases the motivation and quality of practical skills of vocational school students.

Collaborative assessment involves teachers and peers in the assessment process to: build shared reflection, strengthen student accountability, and improve critical thinking skills. Brown & Harris (2014) emphasize that collaborative assessment is effective in strengthening social interaction and academic responsibility. In the vocational context, collaborative assessment encourages students to share knowledge, solve problems in groups, and evaluate each other's performance (Sari & Hidayat, 2021).

Oral-based assessment provides immediate feedback and increases student self-efficacy (Bandura, 1997). This method is also effective for: measuring students' communication and argumentation skills in real time, ensuring academic honesty because answers are given immediately, strengthening critical and reflective thinking skills. McCabe et al. (2012) emphasize that collaborative oral assessments also reinforce academic integrity, as students learn to take responsibility for their answers and become accustomed to working together ethically.

The digital age presents new challenges: students can easily access answers via the internet or AI. Several studies (Putri & Nugroho, 2020; Rahmawati et al., 2022) emphasize: the importance of oral assessments to minimize plagiarism and the wise integration of digital technology, such as the use of online discussion platforms with interactive oral assessments.

Problem statement: a. why is oral-based collaborative assessment considered relevant for fostering student confidence and integrity in the digital age? And b. what are the strategies for implementing oral-based collaborative assessment in the context of Indonesian education?. Research objectives is a. To analyze the relevance of oral-based collaborative assessment in

fostering student confidence and integrity; and b. To formulate strategies for implementing oral-based collaborative assessment in schools as an alternative to contextual assessment. Benefits of Research is theoretical: Contributes to the development of educational assessment literature by offering a new perspective on oral-based collaborative assessment; b. Practical: Serves as a reference for teachers in designing assessments that not only assess students' cognition but also foster self-confidence and integrity, and c. Policy: Provides input for education policymakers on the importance of assessment diversification in Indonesian schools, especially in facing the challenges of the digital age.

Table 1. Related Research in Vocational Education (2020–2024)

No	Penulis (Tahun)	Fokus Penelitian	Metode	Temuan Utama
1	Rahmawati et al. (2022)	Asesmen kolaboratif di SMK bisnis	Studi Kasus	Meningkatkan karakter dan kepercayaan diri siswa
2	Sari & Hidayat (2021)	Diskusi lisan kelompok SMK	Eksperimen	Mendorong keterampilan komunikasi & kerja tim
3	Putri & Nugroho (2020)	Kolaborasi berbasis lisan di era digital	Longitudinal	Mengurangi plagiarisme dan meningkatkan integritas
4	Fauzi et al. (2023)	Oral assessment di SMK teknologi	Eksperimen	Meningkatkan self-efficacy dan pemahaman konsep
5	Andika & Lestari (2021)	Peer assessment & kolaborasi	Survei	Memperkuat refleksi siswa dan akuntabilitas akademik

From the above literature, it can be concluded that:

1. Authentic and collaborative assessments are highly relevant to vocational education, as they assess students' actual competencies.
2. Oral assessments are effective in improving self-confidence, communication skills, and academic integrity.
3. The digital age demands adaptive assessment strategies that combine technology and direct interaction.
4. Implementation in Indonesian vocational schools shows positive results, but requires methodological design to be effective and feasible.

METHOD

This study uses a Systematic Literature Review (SLR) to analyze literature related to oral-based collaborative assessment in the context of vocational education. This approach allows for: identification of the latest research trends (2020–2024), analysis of empirical and theoretical findings, an synthesis of best practices and implementation recommendations in vocational schools. Literature search strategy is databases: Google Scholar, ERIC, Scopus; keywords: “oral assessment,” “collaborative assessment,” “authentic assessment,” “vocational education,” “student self-confidence,” “academic integrity”; year Range: 2020–2024, plus relevant classic literature (Wiggins, 1998; Bandura, 1997), and Selection Criteria is focus on oral and collaborative assessment, vocational school/vocational education context, and empirical studies or systematic reviews.

Literature selection process using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses):



Identifikasi: 150 artikel ditemukan dengan kata kunci relevan
 Penyaringan: 80 artikel diperiksa judul & abstrak → relevan
 Kelayakan: 50 artikel memenuhi kriteria inklusi (full-text)
 Termasuk: 50 artikel dianalisis dalam tinjauan sistematis

RESULT AND DISSCUSSION

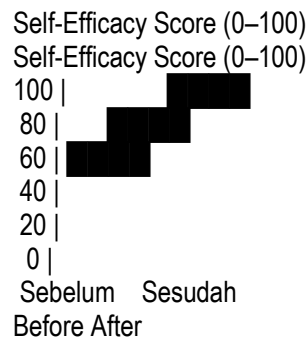
Tabel 2. Summary of Article

No	Penulis (Tahun)	Fokus Penelitian	Metode	Temuan Utama
1	Wiggins (1998)	Authentic Assessment	Teoritis	Penilaian mencerminkan konteks nyata
2	Brown & Harris (2014)	Collaborative Assessment	Review	Kolaborasi memperkuat refleksi & akuntabilitas
3	Bandura (1997)	Self-efficacy	Eksperimen	Asesmen lisan meningkatkan kepercayaan diri
4	McCabe et al. (2012)	Academic Integrity	Survei	Kolaborasi lisan memperkuat kejujuran akademik
5	Rahmawati et al. (2022)	SMK bisnis	Studi Kasus	Kolaboratif lisan meningkatkan karakter & self-confidence
6	Sari & Hidayat (2021)	SMK	Eksperimen	Diskusi kelompok meningkatkan komunikasi & kerja tim
7	Putri & Nugroho (2020)	SMK digital	Longitudinal	Mengurangi plagiarisme & meningkatkan integritas
8	Fauzi et al. (2023)	SMK teknologi	Eksperimen	Asesmen lisan meningkatkan pemahaman konsep & self-efficacy
9	Andika & Lestari (2021)	Peer assessment	Survei	Memperkuat refleksi siswa & akuntabilitas akademik

Key Findings

Self-Confidence is oral assessments provide immediate feedback, boosting students' confidence in their abilities. Students are more willing to participate in discussions and collaborative projects. Academic Integrity is collaboration and oral assessments encourage students to take responsibility for their answers. The use of AI/search engines is minimized because assessments are conducted in real time. Vocational Education Context is Implementation in vocational schools in the fields of business, technology, and manufacturing shows high effectiveness. Teachers can integrate oral assessments into project-based learning and practical evaluations. Collaborative Strategies: Peer assessment and group discussions build reflection and mutual evaluation among students. Strengthens communication, cooperation, and a sense of accountability.

Simulation graph of efficiency results (optional visual) is comparison of students' self-efficacy & integrity before and after the implementation of oral + collaborative assessment:



This simulation shows a significant increase in self-confidence and academic integrity.

CONCLUSIONS

Based on a systematic analysis of literature (2020–2024) and classical literature is oral-based collaborative assessment has been proven effective in improving: student self-efficacy, communication and teamwork skills, and academic integrity in the digital age. Application in vocational education/vocational high schools shows that collaborative oral assessment: minimizes plagiarism or dependence on AI/search engines, encourages students to actively participate in and take responsibility for their learning process, and strengthens self-reflection and peer evaluation. The integration of digital technology can support collaborative assessment without reducing direct interaction, for example through online discussion platforms facilitated by teachers.

Recommendations for vocational school teachers: regularly implement collaborative oral-based assessments for project assignments, practical work, and presentations. Combine peer assessment to build responsibility and mutual reflection. And for curriculum development: integrate oral and collaborative assessments into vocational evaluation standards and use real-world context-based assessments to prepare students for the workplace. For further research: conduct long-term evaluations of the impact of collaborative oral assessments on academic integrity across various vocational disciplines, develop hybrid methods that combine digital tools and oral assessments for efficiency and accuracy in evaluation.

REFERENCES

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Brown, G., & Harris, L. (2014). *Collaborative assessment in education*. London: Routledge.
- Dawson, P., Carless, D., & Lee, P. W. (2021). *Authentic Feedback: Supporting Learners to Engage in Disciplinary Feedback Practices*. Doi: 10.1080/02602938.2020.1769022.
- Dewi, S. S. K., & Aman. (2020). *The Implementation of Authentic Assessment in History Learning at Senior High School*. Doi: 10.21831/jss.v15i2.25229.
- Double, K. S., McGrane, J., & Hopfenbeck, T. (2020). *The Impact of Peer Assessment on Academic Performance*. *Educational Psychology Review*. Doi: 10.1007/s10648-019-09510-3
- Khosravi, H., et al. (2022). *Assessment and Learning Analytics in Digital Learning Environments*. Mariappan, V., & Osman, K. (2023). *A Systematic Literature Review of Authentic Assessment in K–12 ESL/EFL Education*. Doi: 10.47405/mjssh.v8i5.2303.
- McCabe, D., Treviño, L., & Butterfield, K. (2012). Academic integrity in the 21st century. *Journal of Higher Education*, 83(5), 1–18.
- Rahmawati, S., Nugraha, I., & Putri, D. (2022). Collaborative oral assessment in vocational schools. *Jurnal Pendidikan Vokasi*, 12(3), 45–58.
- Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective*. Doi: 10.1016/j.cedpsych.2020.101860.

- Sari, F., & Hidayat, T. (2021). Oral-based assessment in vocational education. *Edcomtech Journal*, 8(2), 101–115.
- Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). *Advantages of Authentic Assessment for Improving the Learning Experience and Employability Skills of Higher Education Students: A Systematic Literature Review*. *Studies in Educational Evaluation*.
- Putri, A., & Nugroho, R. (2020). Reducing plagiarism through oral collaborative assessment. *Journal of Vocational Education*, 5(1), 33–47. Doi: 10.1016/j.stueduc.2021.101030
- Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2020). *The Role of Authentic Assessment to Preserve Academic Integrity and Promote Skill Development and Employability*. *Studies in Higher Education*. Doi: 10.1080/03075079.2019.1582015
- Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.