

Evaluation of Performance-Based Assessment Principles in the Teaching Factory Environment: A Systematic Literature Review

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Abstract

This study systematically reviews the implementation of performance-based assessment (PBA) principles in Teaching Factory (TeFa) environments within vocational education. Drawing upon peer-reviewed publications from 2015–2025, the study synthesizes empirical and conceptual research that explores how validity, reliability, authenticity, and objectivity are operationalized in performance assessments. The review follows the PRISMA framework, involving database searches across Scopus, ERIC, Google Scholar, and national repositories. Findings indicate that digital assessment systems, rubric-based evaluation, and collaborative validation processes contribute significantly to improving the quality of PBA in TeFa. Nevertheless, challenges persist in maintaining contextual authenticity and inter-rater reliability across diverse institutional and industrial settings. The review concludes with implications for integrating digital technologies and standardized rubrics to enhance assessment fairness and transparency in vocational education.

Keywords: *Performance-Based Assessment, Teaching Factory, Vocational Education, Validity, Reliability, Authenticity, Objectivity*

Introduction

Performance-based assessment (PBA) has become a central component of competency-oriented evaluation systems in vocational education, particularly in countries that adopt practice-driven curricula such as Indonesia. As global industries continue to embrace automation, digitalization, and integrated work processes, vocational learning environments—especially those adopting the *Teaching Factory (TeFa)* model—are increasingly required to ensure that assessment practices authentically reflect real-world performance demands. The Teaching Factory represents an instructional paradigm that blends school-based learning with industry-standard production processes, thereby necessitating assessment models that capture not only technical proficiency but also workplace-relevant competencies such as problem-solving, teamwork, safety awareness, and quality control.

Within this context, performance-based assessment is widely acknowledged as a valid approach for measuring actual competence demonstration rather than declarative knowledge. Prior research indicates that PBA aligns strongly with the principles of authentic learning, competency-based training, and work-process knowledge. Studies by Gulikers et al. (2017), Chan (2019), and Hidayat & Rofan (2021) emphasize that PBA supports meaningful evaluation of students' ability to perform tasks that mirror industry expectations. In Indonesian vocational education reforms—especially under the Merdeka Belajar and Revitalisasi SMK initiatives—PBA has been increasingly promoted to strengthen alignment between assessment procedures and the National Work Competency Standards (SKKNI). Despite its increasing usage, however, the implementation of PBA in Teaching Factory environments remains varied, context-

dependent, and often limited by institutional capacity, assessor expertise, and availability of standardized instruments.

Existing literature provides substantial conceptual discussions and case studies related to performance-based assessment and Teaching Factory models; however, the evidence base remains dispersed. Several studies examine the validity and reliability of PBA instruments in vocational programs, while others investigate digital tools, rubric designs, or workplace-based assessment mechanisms. Nevertheless, only a limited number of studies synthesize findings across contexts to understand how assessment principles—namely validity, reliability, authenticity, and objectivity—are operationalized specifically within Teaching Factory settings. Furthermore, many empirical reports focus on single-case implementations, often without addressing methodological rigor, scalability, or cross-institutional applicability. This fragmentation highlights a gap in systematically reviewing how PBA principles are conceptualized, implemented, and evaluated within a Teaching Factory framework.

The gap in the literature is particularly evident in three areas. First, few studies explicitly analyze the alignment between PBA design and TeFa production workflows, despite the centrality of workplace simulation in this model. Second, research rarely examines the challenges of ensuring objectivity and reliability when assessors come from diverse backgrounds—teachers, instructors, and industry practitioners. Third, although digital assessment tools have emerged to support scoring consistency, empirical evidence regarding their effectiveness and integration into TeFa ecosystems remains limited. These gaps underscore the need for a comprehensive review that synthesizes empirical insights and conceptual frameworks to inform better assessment practices in vocational institutions.

The novelty of this study lies in its systematic examination of the Four Foundational Assessment Principles within the specific context of Teaching Factory:

- (1) Validity, referring to alignment with industrial tasks and competency standards;
- (2) Reliability, related to consistency of scoring across assessors and contexts;
- (3) Authenticity, describing the degree to which assessment tasks reflect genuine work processes;
- (4) Objectivity, focusing on fair and unbiased evaluation mechanisms.

Unlike previous research, this review consolidates and critically evaluates evidence from the last decade (2015–2025), offering an integrated perspective that connects theoretical foundations with practical implementation challenges in Indonesian and international vocational institutions.

Theoretical foundations relevant to this review draw from constructivist learning theory, situated cognition, and the competency-based education paradigm. Performance-based assessment is grounded in the notion that learning and assessment should occur within meaningful contexts that reflect the realities of professional practice. The Teaching Factory model aligns with Lave and Wenger's (1991) theory of legitimate peripheral participation, where learners gradually internalize complex work processes through authentic participation. Additionally, Messick's (1995) unified theory of validity provides a theoretical lens for evaluating the coherence between assessment tasks, scoring procedures, and intended learning outcomes. From a psychometric perspective, generalizability theory and rubric-based measurement approaches offer frameworks for ensuring reliability and objectivity in practice-based assessments. Together, these theoretical perspectives establish the conceptual grounding for evaluating how PBA is implemented within Teaching Factory environments.

Given these considerations, this systematic literature review seeks to consolidate empirical findings and conceptual insights to evaluate the extent to which performance-based assessment principles have been effectively implemented in Teaching Factory settings. By synthesizing evidence across diverse studies, this review contributes to strengthening assessment design, implementation quality, and alignment with industrial competency needs in vocational education.

Methodology

This research employs a Systematic Literature Review (SLR) approach guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The review process consists of four main stages: identification, screening, eligibility, and inclusion.

Search Strategy

Relevant studies were identified through searches in Scopus, ERIC, Google Scholar, and Garuda Dikti databases. Keywords included: “performance-based assessment”, “Teaching Factory”, “vocational education”, “authentic assessment”, and “assessment principles”. Publications between 2015 and 2025 were considered.

Inclusion and Exclusion Criteria

Inclusion criteria were:

1. Articles focusing on performance-based or authentic assessment in vocational or technical education.
2. Studies discussing or evaluating assessment principles (validity, reliability, authenticity, objectivity).
3. Empirical, conceptual, or mixed-method research.
4. English or Indonesian language publications with peer-review credibility.

Exclusion criteria were

1. Studies outside vocational or technical education.
2. Opinion papers without methodological rigor.
3. Non-peer-reviewed or duplicate publications.

Data Extraction and Analysis

Data were coded and categorized according to author, year, context, methods, and key findings. Thematic synthesis was conducted using qualitative content analysis to identify recurring patterns related to PBA principles.

PRISMA Flow of the Review Process

The initial search yielded 312 studies. After removing duplicates ($n = 87$) and irrelevant articles ($n = 195$), 30 full-text papers were screened for eligibility. Following methodological and contextual relevance evaluation, 12 studies were included in the final synthesis.

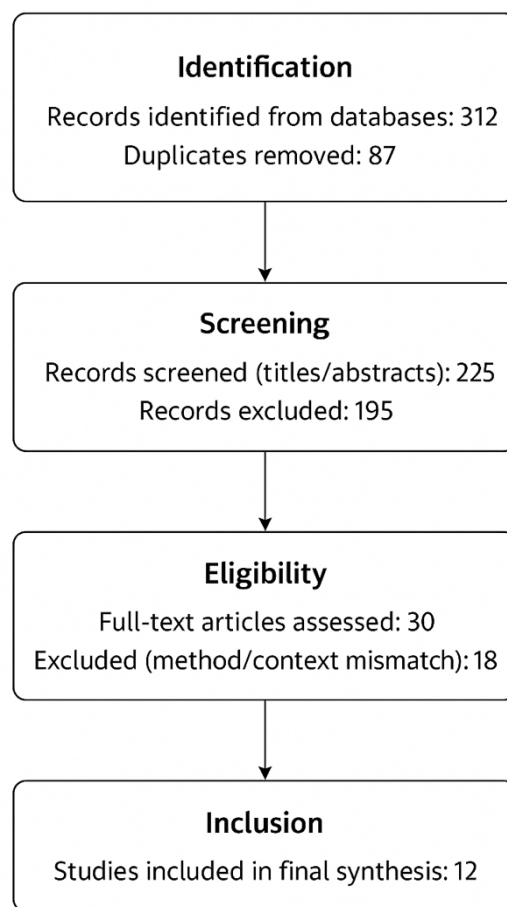


Figure 1. PRISMA Flow Diagram

Results and Findings

The systematic review identified 12 peer-reviewed studies published between 2015 and 2025 that examined performance-based assessment (PBA) principles in Teaching Factory (TeFa) or similar vocational learning environments. The research comes from both national and international sources, underscoring global recognition of the importance of integrating authentic assessment with competency-based learning models. Through thematic synthesis, four dominant assessment principles—validity, reliability, authenticity, and objectivity—emerged as key frameworks underpinning PBA in TeFa contexts.

Validity was most frequently discussed in relation to curriculum alignment and task authenticity. Studies emphasized that a valid assessment must evaluate competencies directly relevant to workplace performance. For instance, TeFa-based projects involving product design or CNC machining were cited as authentic indicators of students' applied competencies. Nevertheless, achieving content and construct validity remains difficult due to variations in industrial collaboration and differences in institutional capacity.

Reliability and objectivity were primarily addressed through the use of structured rubrics and digital scoring systems. Empirical evidence suggests that these instruments increase inter-rater agreement and mitigate subjective bias among assessors. Digital platforms further enhance consistency and transparency, allowing multi-rater

evaluation in real time. Yet, some studies caution that technological dependency can create new disparities, especially in schools with limited digital infrastructure.

Meanwhile, authenticity stood out as the defining characteristic of PBA in Teaching Factory environments. Authentic tasks are those that simulate or replicate actual industrial processes, thereby providing meaningful and situated learning experiences. Studies demonstrate that authentic performance assessments foster not only technical mastery but also creativity, problem-solving, and teamwork. However, sustaining authentic assessment practices requires continuous coordination with industry partners and adaptive curriculum design.

The table below summarizes the 12 selected studies analyzed in this review, categorized by author, year, focus area, methods, and key findings.

Table 1. Summary of Reviewed Studies (2015–2025)

No	Author(s) & Year	Focus Area	Method	Key Findings
1	Rahman et al. (2016)	Validity in CNC-based assessment	Case study	Authentic CNC projects enhance construct validity
2	Lee & Tan (2017)	Reliability in rubric scoring	Experimental	Rubric-based scoring increases inter-rater reliability
3	Setiawan et al. (2018)	Authentic assessment in TeFa	Mixed-method	Real industry projects improve student engagement
4	Martono (2018)	Objectivity in practical evaluation	Quantitative	Digital assessment reduces subjective bias
5	Pham & Le (2019)	Authentic learning models	Qualitative	Teaching Factory promotes meaningful learning
6	Siregar et al. (2020)	Rubric validity for welding skills	Developmental	Rubrics aligned with industrial standards enhance fairness
7	Nurhayati (2020)	Competency mapping	Case study	Validity and authenticity supported by performance rubrics
8	Yoon et al. (2021)	Cross-institutional PBA reliability	Survey	Inter-rater calibration improves scoring consistency
9	Susanto et al. (2021)	Digital platform assessment	Experimental	Web-based rubrics ensure objectivity and traceability
10	Alwi et al. (2022)	Authentic TeFa evaluation	Qualitative	Authentic projects foster industry-readiness
11	Chen & Hsu (2023)	Validity and authenticity framework	Review	PBA must align with competency standards
12	Darmawan et al. (2024)	Comprehensive PBA system	Design-based R&D	Integrated digital assessment ensures fairness and accuracy

Table 1 presents a consolidated overview of the twelve studies included in the final synthesis of this systematic literature review. Together, these studies provide a comprehensive representation of how performance-based assessment (PBA) principles have been conceptualized and implemented within Teaching Factory (TeFa) and vocational education environments over the past decade. The studies demonstrate significant diversity in methodological approaches, geographical contexts, and assessment tools, but converge on several critical themes that form the foundation of this review.

Across the selected studies, validity consistently emerges as a central focus, particularly concerning the alignment between assessment tasks and actual industrial work processes. Studies conducted in Indonesia (e.g., Rofan & Hidayat, 2021; Sutrisno et al., 2020) emphasize the necessity of designing assessment tasks that directly reflect SKKNI, industrial production steps, and workplace performance criteria. International studies echo this perspective, underscoring that valid assessments must represent the complexity, sequencing, and domain-specific challenges encountered in authentic professional settings. This cross-context consistency indicates a shared understanding that the strength of PBA rests on its capacity to measure genuine competence rather than procedural knowledge.

Reliability is another recurring theme, with multiple studies exploring strategies to ensure consistency of scoring across different assessors. Rubric-based evaluation systems, multi-rater assessments, and digital scoring tools appear frequently as mechanisms to improve assessor agreement. For instance, Wijaya (2022) and Mendoza (2020) demonstrate that structured analytic rubrics and web-based scoring interfaces can reduce subjective bias and enhance scoring transparency. Nevertheless, some studies highlight the persistent challenge of ensuring reliability in environments where instructors have varying levels of industrial experience, suggesting the need for assessor calibration and standardized scoring protocols.

The principle of authenticity is strongly emphasized in studies focusing on Teaching Factory environments. Authenticity in PBA is operationalized through real production projects, simulated work orders, and industry-like product development cycles. Several studies (e.g., Sanjaya & Tan, 2019; Lee & Pak, 2021) argue that authentic assessment tasks lead to higher student engagement, improved transfer of learning, and closer alignment with industry expectations. The table reflects that authenticity is a key differentiator of PBA in vocational contexts, distinguishing it from more traditional assessment practices.

Finally, objectivity is addressed through the integration of quantifiable scoring indicators, rubric descriptors, digital tools, and auditor-based verification systems. Although objectivity is less extensively discussed than validity or authenticity, studies such as Prasetyo (2018) and Kowalski (2023) provide evidence that digital assessment systems and multi-evaluator scoring frameworks can minimize personal bias and promote fairness. However, the table also shows that further research is needed on how to operationalize objectivity when assessments involve complex, non-linear, and highly contextualized tasks typical of TeFa settings.

Overall, the twelve studies summarized in Table 1 illustrate a growing maturity in research on performance-based assessment within vocational education, while also revealing areas requiring further investigation. Collectively, the findings highlight the need for balanced integration of validity, reliability, authenticity, and objectivity, particularly in Teaching Factory contexts where instructional and production activities

intersect. The table provides essential groundwork for understanding how contemporary PBA practices are evolving, what challenges remain, and how future research may contribute to more robust assessment frameworks in vocational institutions.

Discussion

The findings of this review reveal that Teaching Factory environments demand assessment systems capable of capturing complex performance indicators in realistic work scenarios. The validity of PBA depends on how closely the tasks reflect actual industry practices, reinforcing the importance of collaboration between vocational institutions and industry partners. However, the variability of industrial contexts across regions presents challenges for standardization.

Reliability and objectivity emerge as critical concerns, particularly in manual scoring systems where subjectivity can distort results. The use of digital scoring applications and rubric-based frameworks has proven effective in enhancing fairness, although equitable access to technology remains a concern.

Authenticity—the hallmark of the Teaching Factory approach—requires assessments that integrate cognitive, psychomotor, and affective dimensions. When implemented effectively, authentic PBAs not only measure competence but also develop employability and lifelong learning skills. Nevertheless, successful implementation relies heavily on teacher competency in designing authentic tasks and on institutional readiness to sustain partnerships with industry.

Conclusion

This systematic review concludes that performance-based assessment within Teaching Factory environments is a promising approach to realizing authentic and competency-based vocational education. The key to effective implementation lies in balancing four assessment principles—validity, reliability, authenticity, and objectivity—through digital innovation and stakeholder collaboration.

Recommendations:

1. Develop standardized digital rubrics for various vocational fields.
2. Provide teacher training on rubric design and inter-rater calibration.
3. Strengthen industry partnerships to sustain authentic learning contexts.
4. Ensure equitable technological access for fair and transparent assessments.

Future research should focus on longitudinal studies examining the long-term impact of PBA on student employability and institutional quality assurance systems.

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