



## EXPERIENCE OF APPLYING ACTIVE LEARNING MODELS IN THE DEVELOPMENT OF CLINICAL SKILLS OF NURSING STUDENTS: PHENOMENOLOGICAL STUDY

Edison Kabak

Department of Nursing, Politeknik Kesehatan Kemenkes Jayapura, Padang Bulan, Padang Bulan, Polytechnic Entrance No.2, Hedam, Heram District, Jayapura, Papua 99351, Indonesia  
[edi976kabak@gmail.com](mailto:edi976kabak@gmail.com)

### ABSTRACT

The active learning model in nursing education is believed to be able to strengthen clinical skill development through hands-on experience and student engagement. However, the understanding of students' subjective experiences in applying this model is still limited. This study aims to explore the experiences of nursing students in applying active learning models to enhance their clinical skills. The study used a phenomenological approach with an in-depth purposive sampling technique, interviews with 12 Wamena D-III Nursing students. The data were analyzed thematically to identify students' experiences, strategies, and reflections in clinical practice. Students report that active engagement, decision-making, role adaptation, and self-reflection are key aspects of clinical skills development. The application of active learning helps improve technical competence, confidence, communication, and readiness to face the challenges of clinical practice. Active learning is effective in building students' clinical skills comprehensively, as well as forming professional competencies that are adaptive, reflective, and. Prepared to handle the complexities of clinical practice.

Keywords: active learning; clinical skills; nursing students; role adaptation; self-reflection

### How to Cite (in APA Style)

Kabak, E. (2026). Experience of Applying Active Learning Models in the Development of Clinical Skills of Nursing Students: Phenomenological Study. *Indonesian Journal of Global Health Research*, 8(2), 975–980. <https://doi.org/10.37287/ijghr.v8i2.1151>.

## INTRODUCTION

Active learning plays a vital role in nursing education by promoting greater student participation in learning activities and facilitating the improvement of clinical competencies, decision-making, and critical thinking skills (Joseph et al., 2021; Tavares, 2022). Nursing education emphasizes the mastery of clinical skills as a core competency that students must possess in order to be able to provide safe, effective, and professional nursing care (Currie et al., 2023). Clinical practice is seen as the primary context for students to apply theory to real practice, so active learning experiences become essential in the development of their clinical skills (Lee et al., 2023). Students are expected to demonstrate initiative, responsibility, and effective communication skills when dealing with clinical situations (Bourke et al., 2024). The practice environment and guidance of clinical supervisors are known to play a significant role in the effectiveness of the implementation of active learning and student skill development (Finstad et al., 2022).

However, the understanding of how students experience and interpret the application of active learning in clinical practice is still limited. (Kim & Im, 2024). Students' experiences in facing practical challenges, health team dynamics, and limited roles in the active learning process have not been widely described. (Fadana & Vember, 2021). In Indonesia, the strategies used by students to adjust and continue to develop clinical skills effectively have not been systematically identified. (Kurniawan, 2020). Students' perspectives on the barriers, adaptation, and internalization process of active learning in a practical environment are still rarely revealed (Damsgaard et al., 2022). This gap shows the need for exploration based on students' hands-on experience. An understanding of nursing students' active learning application experiences is important to support their readiness to deal with the complexities of professional clinical practice. The novelty of this research lies in the

in-depth description of students' experiences in applying active learning models to develop clinical skills in real practice. This study aims to explore students' experiences in the application of active learning for clinical skill development.

## **METHOD**

This study uses a phenomenological approach to explore the experiences of nursing students in the application of active learning models to clinical skill development. The phenomenological approach was chosen because it is able to explore the meaning and essence of the subject's experience in depth, in accordance with the research objectives that emphasize the subjective understanding of students. (Ko & Kim, 2022). The research participants consisted of 12 students of the D-III Nursing program who were undergoing clinical practice at various teaching hospitals. The purposive sampling technique is used to select participants who have direct experience in the application of active learning, so that the information obtained is relevant and data-rich (Saab et al., 2021).

Data was collected through semi-structured in-depth interviews, where participants were asked to recount their experiences in detail, including challenges, strategies, and reflections on clinical skill development. Interviews are recorded and transcribed verbatim to ensure the accuracy of the information. (Kong et al., 2024). Data analysis was carried out using thematic analysis methods, starting with the identification of patterns, categories, and themes that emerged from the participants' narratives, to allow researchers to understand the student experience holistically. (Karlsholm et al., 2024). The research procedure follows the principles of research ethics, including the written consent of the participants and the guarantee of data confidentiality.

## **RESULT**

**Student Experience in the Application of Active Learning Models for Clinical Skill Development: A Phenomenological Study.** The results of the study show that students interpret the experience of applying active learning as an important process in the development of clinical skills, which is formed through direct interaction with supervisors, experience with patients, and the dynamics of the practice environment. (Tavares, 2022). These interactions shape students' understanding of effective clinical practice, which is then consistently applied throughout nursing practice. Based on in-depth interviews with 12 participants, four main themes emerged that describe students' experiences in implementing active learning.

Participant description (P):

Theme 1: Active Engagement and Clinical Initiatives

The active involvement of students is seen through their ability to take initiative and participate in real-life clinical practice. (Lillekroken et al., 2024). These skills allow students to learn while still receiving direction from their supervisors, thus becoming the foundation for effective clinical skill development:

..... P1: "I always try to be directly involved in every nursing action so that I can  
Learn more..."

..... P6: "Taking the initiative helped me understand the clinical steps positively.  
real..."

..... P3: "I try to lead small tasks in practice to hone technical skills I..."

.....P4: "Acting actively in each case makes me more confident in facing  
patients..."

.....P5: "Doing the procedure yourself while getting instructions to improve the  
my understanding..."

Awareness of the importance of active engagement encourages students to realize that optimal clinical skills require informed decision-making, which is the focus of the second theme.

## Theme 2: Improving Clinical Skills and Decision Making

After developing active engagement, students realize that the ability to make appropriate clinical decisions is an important strategy to ensure effective practice runs. (Davoodi et al., 2022). These skills involve analyzing the patient's condition, applying theory to practice, and considering consultation with a supervisor:

.....P2: "I am more confident when doing the procedure because I have been actively practicing previous..."

..... P7: "Facing patients directly helps me make more decisions fast and precisely..."

..... P8: "Simulations and real experience make clinical steps easier for me  
"Understand..."

..... P9: "Active experience helps me assess the patient's condition and determine priority actions..."

..... P10: "Practicing in real situations makes me better prepared for complex cases..."

With more mature decision-making skills, students realize that role flexibility is the next important strategy to deal with the dynamics of clinical practice, which is discussed in the third theme.

## Theme 3: Role Adaptation in the Practice Environment

The decision-making experience encourages students to understand the need for role flexibility to remain effective in changing practice situations (Sari et al., 2023). By adapting to their role as students as well as clinical action implementers, they are still able to contribute to the team and face new situations more preparedly:

..... P1: "I adjust my responsibilities to the direction of the supervisor to remain effective..."

..... P12: "The change of role helped me deal with new situations without losing control..."

..... P3: "Flexibility allows me to continue to contribute to the team despite my status as a student..."

..... P4: "I learned to balance learning and taking an active role in practice..."

..... P10: "Adapting to the clinical situation makes me better prepared to face challenges..."

Awareness of the importance of adapting this role encourages students to do consistent self-reflection, so that the active learning experience can be evaluated and improved, which is the focus of the fourth theme.

## Theme 4: Self-Reflection and Clinical Skills Practice Evaluation

Based on the experience of role adaptation, students consistently conduct self-reflection as a strategy to improve clinical skills and the effectiveness of the application of active learning. (Hill et al., 2020). This process helps them recognize strengths and weaknesses so that decision-making, communication, and role adaptation can be improved on an ongoing basis:

..... P6: "After practice, I write a reflection note to evaluate the skills  
I..."

..... Q7: "The discussion with the supervisor helped me see areas that need improvement...".....

.....P8: "Reflecting on practical experience makes me more cautious in clinical action..."

..... P9: "Reflection helps me improve the way I interact with patients and teams..."

..... P11: "Self-evaluation makes me better prepared to face the next case with a strategy  
which is better..."

This theme emphasizes that the development of students' clinical skills through active learning is a continuous process formed through active involvement, decision-making, role adaptation, and self-reflection. The four themes are interrelated, forming a pattern of student experience in implementing active learning effectively, adaptively, and professionally.

## DISCUSSION

The results of this study show that the application of the active learning model has played a crucial role in enhancing the clinical skills of nursing students. College students report that active involvement in clinical practice allows them to not only understand theory but also internalize skills in real life through hands-on experience. (Vosoughi et al., 2022). These findings are in line with previous studies that stated that active learning encourages students to take a proactive role in the learning process, thereby simultaneously improving understanding of concepts and practical skills. (Lillekroken et al., 2024). Through the application of active strategies, students can integrate theory into clinical practice, build confidence, and hone their decision-making skills in a real context. (Zamanzadeh et al., 2024).

The first theme in this study shows that active engagement and initiative are the main foundations of clinical skills development. Students who were directly involved in each clinical action reported improved technical understanding and problem-solving skills. This supports the experiential learning theory, which states that hands-on experience is the primary source of learning and professional competency development (Bourke et al., 2024). Active engagement also increases students' intrinsic motivation, as they feel a sense of responsibility for their own learning process. Other research has also shown that college students who take the initiative in clinical practice tend to master clinical procedures faster and have better decision-making skills (Raghunathan et al., 2023).

The results indicate that active learning facilitates the development of clinical skills through real-world practices that demand decision-making. Students report that this experience helps them critically assess the patient's condition and determine the appropriate priorities of action. These results align with previous studies that emphasized the importance of applying problem-based learning and clinical simulations to improve students' decision-making skills. (E.Kabak, 2025.; Sim et al., 2022). In addition, decision-making made under the guidance of a clinical supervisor allows students to obtain direct feedback, so that they can evaluate and improve ways of acting. (Löfgren et al., 2023). This shows that active learning not only improves technical skills but also shapes students' analytical abilities and adaptation to dynamic clinical situations.

The research also highlights the challenges students face in implementing active learning, especially in adjusting to their roles in complex practice environments. Students report that the pressures of the clinical situation, coordination with the health team, and role limitations require good adaptability. These findings are in line with previous research that emphasized the importance of role flexibility and interpersonal skills in clinical practice. (Lee et al., 2023). The ability to adapt to team dynamics and clinical situations allows students to continue to contribute effectively while developing interim leadership. Thus, role adaptation is a key approach in applying active learning, enabling students to effectively tackle the challenges and complexities of clinical practice (Rn & Rn, 2022).

The results of the study show that self-reflection is a crucial component in the development of clinical skills. Students consistently evaluate their practical experience, recognize strengths and weaknesses, and plan improvements for further action. This supports the principle of experiential learning that emphasizes reflection as an important step to form a deep understanding. (Teixeira et al., 2023). Self-reflection not only improves clinical skills but also builds students' professional awareness of their role in the healthcare team, which contributes to the development of professional competencies on an ongoing basis. These findings also align with earlier research indicating that students who engage in regular reflection are better able to adapt their practices to clinical standards and improve the quality of nursing care. (Hill et al., 2020).

### **Implications for Nursing Education**

Based on the findings, the application of the active learning model makes a significant contribution to students' readiness to face clinical practice. Learning strategies that emphasize

direct engagement, decision-making, role adaptation, and self-reflection can help educational institutions design curricula that are more contextual, participatory, and relevant to the needs of nursing professionals. (Lillekroken et al., 2024). In addition, the development of non-technical skills, such as communication, teamwork, and interim leadership, has also proven to be important in improving the quality of nursing care. These findings confirm that active learning focuses not only on mastering clinical procedures but also on developing professional competencies holistically. Thus, the application of the active learning model can be used as the main strategy in nursing education, especially in forming students who are adaptive, reflective, and able to face the challenges of clinical practice effectively.

## **CONCLUSION**

The application of the active learning model has proven to be important in the development of clinical skills of nursing students. Students gain hands-on experience that increases engagement, decision-making, role adaptation, and self-reflection on an ongoing basis. This process not only strengthens technical capabilities but also forms adaptive and reflective professional competencies. The results of the study confirm that active learning is an effective strategy to prepare Students to manage the challenges of clinical practice in a real and professional manner.

## **REFERENCES**

- Bourke, S. L., McKenna, L., Cooper, S., & Lam, L. (2024). Contextual determinants impacting final year nursing students' emergency team communication during deteriorating patient simulations: A grounded theory study. *Nurse Education Today*, 138(February 2023), 106183. <https://doi.org/10.1016/j.nedt.2024.106183>
- Currie, J., Thompson, C., Grootemaat, P., Andersen, P., Finnegan, A., Carter, M., & Halcomb, E. (2023). A scoping review of clinical skill development of preregistration registered nurses in Australia and five other English-speaking countries. *Journal of Clinical Nursing*, 32(1–2), 283–297. <https://doi.org/10.1111/jocn.16239>
- Damsgaard, J. B., Overgaard, C. M. L., Dürr, D. W., Lunde, A., Thybo, P., & Birkelund, R. (2022). Psychiatric care and education understood from a student perspective: Enhancing competences, empowering personal and social recovery. *Scandinavian Journal of Caring Sciences*, 36(4), 1241–1250. <https://doi.org/10.1111/scs.13097>
- Davoodi, A., Zamanzadeh, V., Ghahramanian, A., Onyeka, T. C., & Jabbarzadeh, F. (2022). Impact of integrated teaching-learning method on oncology clinical decision-making ability and cognitive learning of nursing students. *BMC Medical Education*, 22(1), 1–8. <https://doi.org/10.1186/s12909-022-03168-2>
- Fadana, F. P., & Vember, H. F. (2021). Experiences of undergraduate nursing students during clinical practice at health facilities in the Western Cape, South Africa. *Curationis*, 44(1), 1–10. <https://doi.org/10.4102/curationis.v44i1.2127>
- Finstad, I., Knutstad, U., Havnes, A., & Sagbakken, M. (2022). The paradox of an expected level: The assessment of nursing students during clinical practice – A qualitative study. *Nurse Education in Practice*, 61(July 2021), 103332. <https://doi.org/10.1016/j.nepr.2022.103332>
- Hill, M., Peters, M., Salvaggio, M., Vinnedge, J., & Darden, A. (2020). Implementation and evaluation of a self-directed learning activity for first-year medical students. *Medical Education Online*, 25(1). <https://doi.org/10.1080/10872981.2020.1717780>
- Joseph, M. A., Roach, E. J., Natarajan, J., Karkada, S., & Cayaban, A. R. R. (2021). The flipped classroom improves Omani nursing students' performance and satisfaction in anatomy and physiology. *BMC Nursing*, 20(1), 1–10. <https://doi.org/10.1186/s12912-020-00515-w>
- Kabak, E. (2025). Leadership nursing education.
- Karlsholm, G., André, B., & Grønning, K. (2024). Supervising Undergraduate Nursing Students on Their Bachelor's Theses. A Qualitative Study. *SAGE Open Nursing*, 10(1). <https://doi.org/10.1177/23779608231226074>

- Kim, S., & Im, M. (2024). Development and Evaluation of Nursing Clinical Practice Education Using M-Learning. *Healthcare (Switzerland)*, 12(2), 1–15. <https://doi.org/10.3390/healthcare12020206>
- Ko, Y., & Kim, S. (2022). Transition Shock Experience of Nursing Students in Clinical Practice : A Phenomenological Approach. 1–11.
- Kong, E. H., Kim, S., Kim, M., Lee, K., & Choi, H. (2024). Nursing students' experiences regarding physical restraint use in long-term care facilities: A qualitative descriptive study. *Nurse Education Today*, 133(November 2023), 106086. <https://doi.org/10.1016/j.nedt.2023.106086>
- Kurniawan, D. (2020). Faktor Yang Mempengaruhi Terjadinya Kesenjangan Antara Pengetahuan dan Praktik Klinik Mahasiswa Keperawatan Di Rumah Sakit. *Borneo Nursing Journal*, 2(1), 31–38. <https://akperyarsismd.e-journal.id/BNJ>
- Lee, T., Damiran, D., Diema, K., Ji, Y., Seul, Y., & Ji, H. (2023). Nurse Education in Practice: Factors related to readiness for practice among undergraduate nursing students : A systematic review. *Nurse Education in Practice*, 69(December 2022), 103614. <https://doi.org/10.1016/j.nepr.2023.103614>
- Lillekroken, D., Kvalvaag, H. M., Lindeflaten, K., Flølo, T. N., Krogstad, K., & Hessevaagbakke, E. (2024). Educating the nurses of tomorrow: exploring first-year nursing students' reflections on a one-week senior peer-mentor supervised inspiration practice in nursing homes. *BMC Nursing*, 23(1), 1–15. <https://doi.org/10.1186/s12912-024-01768-5>
- Löfgren, U., Wälivaara, B. M., Strömbäck, U., & Lindberg, B. (2023). The nursing process: A supportive model for nursing students' learning during clinical education - A qualitative study. *Nurse Education in Practice*, 72(December 2022). <https://doi.org/10.1016/j.nepr.2023.103747>
- Raghunathan, K., McKenna, L., & Peddle, M. (2023). Baseline evaluation of nursing students' informatics competency for digital health practice: A descriptive exploratory study. *Digital Health*, 9. <https://doi.org/10.1177/20552076231179051>
- Rn, F. Z., & Rn, C. G. (2022). A caring leadership model in nursing : A grounded theory approach. *January*, 981–992. <https://doi.org/10.1111/jonm.13600>
- Saab, M. M., Hegarty, J., Murphy, D., & Landers, M. (2021). Incorporating virtual reality in nurse education: A qualitative study of nursing students' perspectives. *Nurse Education Today*, 105(July), 105045. <https://doi.org/10.1016/j.nedt.2021.105045>
- Sari, S. M., Suhoyo, Y., Mulyana, D., & Claramita, M. (2023). The interactional communication of feedback in clinical education: A focused ethnographic study in a hierarchical and collectivist culture. *Heliyon*, 9(3), e14263. <https://doi.org/10.1016/j.heliyon.2023.e14263>
- Sim, J. J. M., Rusli, K. D. Bin, Seah, B., Levett-Jones, T., Lau, Y., & Liaw, S. Y. (2022). Virtual Simulation to Enhance Clinical Reasoning in Nursing: A Systematic Review and Meta-analysis. *Clinical Simulation in Nursing*, 69, 26–39. <https://doi.org/10.1016/j.ecns.2022.05.006>
- Tavares, N. (2022). The use and impact of game-based learning on the learning experience and knowledge retention of nursing undergraduate students: A systematic literature review. *Nurse Education Today*, 117(March), 105484. <https://doi.org/10.1016/j.nedt.2022.105484>
- Teixeira, G., Cruchinho, P., Lucas, P., & Gaspar, F. (2023). International Journal of Nursing Studies Advances Transcultural nursing leadership : A concept analysis. *International Journal of Nursing Studies Advances*, 5(October), 100161. <https://doi.org/10.1016/j.ijnsa.2023.100161>
- Vosoughi, M. N., Zamanzadeh, V., Valizadeh, L., Ghahramanian, A., Lotfi, M., Bagheriyeh, F., & Pourmollamirza, A. (2022). An introduction to the TPSN model: a comprehensive approach to reducing the theory-practice gap in nursing. *BMC Nursing*, 21(1), 1–13. <https://doi.org/10.1186/s12912-022-01030-w>
- Zamanzadeh, V., Valizadeh, L., Ghahramanian, A., Namadi-Vosoughi, M., Bagheriyeh, F., & Pourmollamirza, A. (2024). Nursing students' experiences from clinical education using the TPSN model. *BMC Nursing*, 23(1), 1–9. <https://doi.org/10.1186/s12912-024-01810-6>