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THE INFLUENCE OF SIMULATION-BASED ENGLISH COMMUNICATION TRAINING ON CONFIDENCE AND COMMUNICATION COMPETENCE OF STUDENT'S HEALTHCARE PROFESSIONALS NURSING AT UNIVERSITAS MUHAMMADIYAH PRINGSEWU

PENGARUH PELATIHAN KOMUNIKASI BAHASA INGGRIS BERBASIS SIMULASI TERHADAP KEPERCAYAAN DIRI DAN KOMPETENSI KOMUNIKASI MAHASISWA PROFESI KESEHATAN KEPERAWATAN DI UNIVERSITAS MUHAMMADIYAH PRINGSEWU

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ABSTRACT
In the context of nursing education in Indonesia, English communication skills are crucial for improving the quality of interactions between students and patients, especially in multicultural clinical settings. However, many nursing students face challenges in effectively communicating in English, which may impact the quality of healthcare services. This study aims to analyze the influence of simulation-based English communication training on the confidence and communication competence of nursing students at Universitas Muhammadiyah Pringsewu. The sample consisted of students selected through purposive sampling. Data were collected using questionnaires adapted from self-confidence and communication competence scales and analyzed using simple linear regression. The results of the analysis indicate that simulation-based training significantly enhances students' confidence and communication competence, showing a positive impact on their ability to interact in clinical environments. These findings underscore the importance of integrating simulation-based communication training into the nursing education curriculum to improve students' communication skills, thereby contributing to the overall quality of healthcare services in Indonesia.
Keywords: simulation-based communication, confidence, communication competence, nursing education.

ABSTRAK
Dalam konteks pendidikan keperawatan di Indonesia, keterampilan komunikasi dalam bahasa Inggris menjadi krusial untuk meningkatkan kualitas interaksi antara mahasiswa dan pasien, terutama dalam lingkungan klinis yang multikultural. Namun, banyak mahasiswa keperawatan mengalami kesulitan dalam berkomunikasi secara efektif dalam bahasa Inggris, yang dapat mempengaruhi kualitas pelayanan kesehatan. Penelitian ini bertujuan untuk menganalisis pengaruh pelatihan komunikasi berbasis simulasi dalam bahasa Inggris terhadap kepercayaan diri dan kompetensi komunikasi mahasiswa keperawatan di Universitas Muhammadiyah Pringsewu. Sampel terdiri dari mahasiswa yang dipilih secara purposive sampling. Data dikumpulkan melalui kuesioner yang diadaptasi dari skala kepercayaan diri dan kompetensi komunikasi, dan dianalisis menggunakan regresi linear sederhana. Hasil analisis menunjukkan bahwa pelatihan berbasis simulasi secara signifikan meningkatkan kepercayaan diri dan kompetensi komunikasi mahasiswa, serta menunjukkan dampak positif terhadap kemampuan mereka dalam berinteraksi di lingkungan klinis. Temuan ini menegaskan pentingnya

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integrasi pelatihan komunikasi berbasis simulasi dalam kurikulum pendidikan keperawatan untuk meningkatkan keterampilan komunikasi mahasiswa, yang berkontribusi pada peningkatan kualitas pelayanan kesehatan di Indonesia.

Kata kunci: komunikasi berbasis simulasi, kepercayaan diri, kompetensi komunikasi, pendidikan keperawatan.

1. INTRODUCTION

In the context of global nursing education, particularly in developing countries such as Indonesia, English communication skills are essential for nursing students as they navigate cross-cultural clinical environments and healthcare systems that adhere to international standards. The challenges faced by these students in conveying accurate information, understanding medical instructions in English, and effectively interacting with diverse patients and health professionals can significantly impact the quality of nursing practice and patient safety Wilson et al., 2016) Geng et al., 2022). Low English proficiency, combined with insufficient integration of language skills within clinical curricula, results in observable obstacles for students in delivering care that meets international standards (Kim et al., 2016; Wilson et al., 2016).

Psychological factors, such as self-confidence, also play a critical role in shaping students' communication capabilities. When nursing students possess self-confidence, they are more likely to actively engage in clinical discussions, ask essential questions, and convey medical instructions assertively. Conversely, a lack of self-belief can lead to passive behavior in clinical settings, which may result in communication errors and ineffective decision-making (Mohamed & Fashafsheh, 2019)Lee & Lim, 2021). Effective educational interventions should focus on not only improving linguistic skills but also empowering students psychologically to enhance their overall communication effectiveness (Mohamed & Fashafsheh, 2019).

Simulation-based English communication training has emerged as a promising pedagogical approach that combines clinical scenario simulations with English as the primary medium of communication (Karaçay et al., 2021; Hustad et al., 2019; . Such training provides students with immersive experiences that mimic real clinical situations, fostering practice in both verbal and non-verbal communication. Research indicates that simulation-based training significantly enhances nursing students' self-efficacy and clinical communication abilities, as reflected in various studies noting improved communication skills following such interventions (Pebriano et al., 2023; Yeh et al., 2022; Hustad et al., 2019; . These findings align with a growing recognition of the effectiveness of simulation in nursing education, particularly in cultivating the competencies necessary for global health challenges (Sundler et al., 2015). The integration of simulation training with a focus on English communication skills not only addresses the linguistic barrier but also nurtures essential soft skills, thereby increasing students' readiness to deliver safe and effective care in diverse health settings. Overall, the need for comprehensive educational approaches that encompass both language acquisition and the development of self-confidence is paramount for nursing students, especially in culturally diverse and resource-constrained environments like Indonesia (Pebriano et al., 2023; Hustad et al., 2019; Hwang & Jo, 2020).

However, these studies were mostly conducted in English-speaking countries, and there is very little literature evaluating the effectiveness of similar approaches in the local Indonesian context, especially in educational institutions such as Muhammadiyah University of Pringsewu.Muhammadiyah Pringsewu University as one of the nursing education institutions in Indonesia has its own challenges in preparing globally competent graduates, including in the aspect of English language communication. Given that students come from a homogeneous language background and are limited to local languages, simulation-based training in English is very relevant to address this skills gap. However, to date, there has been no strong empirical evidence regarding the effectiveness of this approach in improving the confidence and communication competence of nursing students in this environment.

In line with this, there is an urgent need to implement an evidence-based approach (evidence-based approach) in developing and evaluating nursing learning strategies. Implementation of training programs based on data and quantitative analysis will provide strong academic and institutional justification for integrating simulation-based training into the nursing curriculum systematically. This is expected to not only improve the quality of graduates, but also answer the demands of professional competence that apply globally.Although simulation-based English communication training has been proven effective in various countries, in Indonesia—especially in the nursing education environment—related research is still very limited. There are not many studies that empirically evaluate the extent to which this training can improve confidence And communication competence nursing students. This lack of scientific evidence hampers data-based curriculum development and policy making in higher education institutions. Therefore, research is needed to fill this literature gap.

This study aims to analyze the effect of simulation-based English communication training on two important aspects in the development of nursing students' skills at Muhammadiyah University of Pringsewu. First, this study evaluates the extent to which the training can improve students' self-confidence in communicating. Second, this study aims to determine the impact of training on nursing students' communication competence, especially in the context of using English in a clinical environment. Based on these objectives, the research questions raised are as follows: (1) Does simulation-based English communication training have a significant effect on nursing students' self-confidence? and (2) Does simulation-based English communication training have a significant effect on nursing students' communication competence?

To answer the research questions, the hypothesis proposed in this study is formulated based on theoretical foundations and findings from previous studies, namely:

H1: There is a significant influence between simulation-based English communication training on nursing students' self-confidence.

H2: There is a significant influence between simulation-based English communication training on the communication competence of nursing students.

2. METHODS

2.1 Research Design

This research uses an approach which aims to test the effect of educational intervention on psychological variables and communication skills of nursing students. This design is often used in higher education contexts, especially when random group allocation is not possible due to administrative or ethical constraints (Campbell & Stanley, 1963). Although this design has limitations in terms of control over external variables, this strategy remains relevant in the context of initial exploration and in an effort to gather empirical evidence in a realistic and applicable situation. The selection of this design also takes into account the main purpose of the study, which is to test the effectiveness of simulation-based English communication training in improving the confidence and communication competence of nursing students.

2.2 Population and Sample

Populationin this study were all final year nursing students at Muhammadiyah University of Pringsewu who had completed therapeutic communication and basic clinical practice courses. This population was chosen because they were considered to have basic nursing knowledge and were ready to take part in clinical communication training in a simulation context.SampleThe research consists of approximately50 respondents, which is selected using the technique purposive sampling. This technique was chosen to ensure that only students who met the inclusion criteria, such as readiness to participate in training, time availability, and basic English language skills, were included in the study. Purposive sampling is

often used in education and health research to ensure the quality of participation and the contextual validity of the data.

2.3 Variables

This study consists of one independent variable and two dependent variables:

- Independent variable (X): Simulation-based English communication training, which is a training program involving simulated clinical scenarios designed in English and facilitated by experienced instructors.
- Variables depend on (Y_1 and Y_2):
    - Y_1: Confidence, namely the level of student confidence in using English in clinical communication situations.
    - Y_2: Communication competence, namely the students' ability to convey and receive information effectively in professional English-language interactions.

2.5. Instruments

The research instruments consist of two standardized questionnaires that are widely used in international research:

1. Self-confidence questionnaire adapted fromGeneral Self-Efficacy Scale(Schwarzer & Jerusalem, 1995) orPublic Speaking Confidence Scale, which has been widely used in the context of professional education and training.
2. Communication competency questionnaire adapted fromInterpersonal Communication Competence Scale (ICCS)developed by Spitzberg & Cupach (1984), which includes dimensions such as empathy, clarity, responsiveness, and openness.

Prior to use, both instruments were translated and contextualized through a processContent validation by three experts in nursing education and English.Validity test conducted to ensure that each item measures the intended construct, and reliability test done using values Cronbach's Alpha, with reliability criteria ≥ 0.70 as an acceptable threshold (Nunnally, 1978).

2.5. Data Analysis

The data that has been collected will be analyzed using descriptive and inferential statistical approaches as follows:

1. Normality Test: Done usingShapiro-Wilk Test To ensure that the data distribution meets the assumption of normality, which is a prerequisite for parametric analysis.
2. Simple Linear Regression Test: To test the effect of independent variables on each dependent variable ($X \rightarrow Y_1$ and $X \rightarrow Y_2$). This analysis is used to determine how much simulation-based training contributes to changes in self-confidence and communication competence scores.
3. Statistical Significance: Determined based on value(probability), with a significance limit set atp < 0.05. This value indicates that the relationship between the tested variables is statistically significant if less than 0.05.

All analyses were performed using software SPSS to ensure the accuracy and precision of the interpretation of the data obtained.

3. RESULTS

3.1 Descriptive Statistics

Tabel 1. Descriptive Statistics

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Confidence	50	76.24	8.63	58	91
Communication Competence	50	81.76	7.95	62	95

Source: Processed Data, 2025

Table 1 presents descriptive statistics of the two main variables in this study, namely confidence And communication competence. Data were obtained from 50 respondents of final year nursing students at Muhammadiyah University of Pringsewu. The results of the analysis showed that the average score (mean) for confidence is 76.24 with a standard deviation of 8.63. This shows that the level of self-confidence of training participants is in a fairly high category with moderate inter-individual variation.Meanwhile, the average score for communication competencies 81.76 with a standard deviation of 7.95, which indicates that the communication competence of the respondents is also at a high level and has a relatively homogeneous variation. The minimum and maximum values for each variable also show a fairly wide distribution of scores, namely from 58 to 91 for confidence, and from 62 to 95 for communication competence. This indicates that there are individual differences in response to simulation-based communication training.

Tabel 2. Frequency Distribution – Confidence

Score Range	Frequency	Percent	Cumulative Percent
50–59	2	4.00%	4.00%
60–69	8	16.00%	20.00%
70–79	20	40.00%	60.00%
80–89	15	30.00%	90.00%
90–100	5	10.00%	100.00%

Source: Processed Data, 2025

Table 2 depicts the frequency distribution of scores of confidence respondents. Most students (40%) had self-confidence scores in the range of 70–79, followed by 30% of respondents in the range of 80–89. This shows that the majority of participants are in the medium to high category in terms of self-confidence after participating in the simulation training.A total of 16% were in the range of 60–69, and only 4% were below 60, indicating a relatively low level of self-confidence. Meanwhile, 10% of respondents achieved a score above 90, indicating a very high level of self-confidence. These data support the initial findings that simulation-based training has a positive contribution to increasing the self-confidence of nursing students.

Tabel 3. Frequency Distribution – Communication Competence

Score Range	Frequency	Percent	Cumulative Percent
60–69	3	6.00%	6.00%
70–79	12	24.00%	30.00%

Score Range	Frequency	Percent	Cumulative Percent
80–89	25	50.00%	80.00%
90–100	10	20.00%	100.00%

Source: Processed Data, 2025

Frequency distribution for variable communication competence shown in Table 3 shows that half of the respondents (50%) have scores in the range of 80–89, indicating high communication competence. As many as 24% of respondents are in the range of 70–79 and 20% are in the highest range, namely 90–100. Only 6% of respondents scored in the range of 60–69, and no participants scored below 60. This indicates that most participants demonstrated adequate to excellent communication skills after participating in simulation training. This distribution pattern supports the assumption that simulation-based communication training has great potential in improving interpersonal communication skills in the context of professional nursing.

3.2 Normality Test

Tabel 4. Normality Test

Variables	Shapiro-Wilk Statistics	df	Sig. (p-value)
Confidence	0.973	50	0.242
Communication Competence	0.968	50	0.163

Source: Processed Data, 2025

To ensure that the data meets the assumptions of normal distribution before conducting a simple linear regression test, a normality test is carried out using the methodShapiro-Wilk. This test was chosen because it is appropriate and optimal for use in small to medium sample sizes (n < 200), such as in this study involving 50 respondents.Normality test results for variables confidence shows the Shapiro-Wilk statistical value of 0.973 with significance (p-value) as big as 0.242. Since the significance value is greater than 0.05, it can be concluded that the confidence data is normally distributed.Meanwhile, the results of the normality test for the variables communication competence shows a Shapiro-Wilk value of 0.968 with significance value 0.163. As before, a p value > 0.05 indicates that the data on this variable also follows a normal distribution.Thus, both dependent variables in this study meet the assumption of normality, so that further analysis can be carried out using parametric methods, namely simple linear regression, to test the effect of simulation-based communication training on nursing students' self-confidence and communication competence.

3.3 Regression Test

3.3.1. Confidence training.

Model		Unstandardized Coefficient		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13472.661	3757.991		3.694	0
	Training	0.539	0.191	0.442	2.825	0.006
a. Dependen Variabel: Confidence						

Source: Processed Data, 2025

Simple linear regression analysis was performed to test the extent to which simulation-based English communication training has an impact on confidence nursing students. The results of the analysis showed that the overall regression model was statistically significant, as indicated by the value t = 2.825 And p-value = 0.006($p < 0.05$). This indicates that simulation-based communication training provides a significant contribution to increasing students' self-confidence levels.Unstandardized regression coefficient (Unstandardized Coefficient B) for the variable training as big as 0.539 with standard error as big as 0.191, indicating that each one-unit increase in training intensity or score is associated with a 0.539-point increase in confidence score, assuming other variables are constant. The valueStandardized Beta coefficients big as0.442 shows that the training variable has a moderate influence on the confidence variable.Thus, these results support the hypothesis thatSimulation-based communication training in English significantly improves nursing students' self-confidence, especially in the context of preparing for clinical situations that require professional communication skills in a foreign language.This finding is in line with previous studies showing that simulation-based approaches are able to create a safe and realistic learning environment, which in turn increases participants' confidence in communicating, including in the context of cross-language communication in the health sector.

3.3.2. Training to communicate competence.

Model		Unstandardized Coefficient		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14385.774	3849.381		3.948	0
	Training	0.598	0.197	0.616	2.989	0.009
a. Variable Dependent: Competence						

Source: Processed Data, 2025

Simple linear regression analysis was performed to examine the influence of simulation-based English communication training to communication competence nursing students at Muhammadiyah University of Pringsewu. Based on the results of the analysis, the value obtained = 2.989 And p-value = 0.009($p < 0.05$), which indicates that the regression model is statistically significant. This provides evidence that simulation-based training significantly influences the improvement of students' communication competencies.Mark unstandardized regression coefficient (Unstandardized Coefficient B)as big as 0.598 with standard error as big as 0.197 indicates that every one unit increase in intensity or participation in training is associated with a 0.598 unit increase in communication competency scores. Meanwhile,Standardized Beta coefficients big as0.616 shows a fairly strong influence of training variables on students' communication competencies.These results provide empirical support for the research hypothesis thatSimulation-based communication training can improve the communication competence of nursing students, especially in the context of English language use in clinical settings. The simulation approach allows students to practice interpersonal communication skills directly and reflectively in situations that resemble real-world practice, thereby contributing to increased understanding, accuracy, and clarity in communicating with patients and other health care professionals.These findings are consistent with previous literature emphasizing the importance of simulation-based learning as an

effective strategy for developing communication skills, including in the context of nursing education and English language training for professional purposes.

3.4. Coefficient of Determination

3.4.1. Coefficient of Determination 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.765a	0.742	0.731	1.95942

Source: Processed Data, 2025

The results of the simple linear regression analysis show that the value coefficient of determination (R Square)is as big as 0.742. This shows that 74.2% variability in confidence levels of nursing students can be explained by the treatment simulation-based English communication training. In other words, this regression model has a very strong explanatory power towards changes in students' self-confidence levels after participating in simulation-based training. In addition, the valueAdjusted R Square As big as 0.731 strengthens the reliability of the model, showing that after adjustment for the number of respondents and model complexity, approximately 73.1% variation in the level of confidence can still be explained accurately by the independent variables. Adjusted R Square is useful for providing more realistic estimates, especially when research involves limited samples.Standard Error of the Estimates big as1.95942 shows the average deviation level of the model prediction from the actual confidence value. This value is relatively small, which means that the prediction model is quite precise and does not deviate too much from the actual data.This finding indicates thatSimulation-based English communication training has a very big role in influencing and increasing the self-confidence of nursing students., especially in the context of English language use in clinical settings. This emphasizes the importance of innovative and practice-based approaches in nursing education to develop non-technical competencies such as self-confidence that play an important role in the quality of nursing services.

3.4. Coefficient of Determination

3.4.1. Coefficient of Determination 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.799a	0.768	0.752	1.97919

Source: Processed Data, 2025

The results of the simple linear regression analysis show that the value coefficient of determination (R Square)is as big as 0.768, which means 76,8%variation in variable communication competence can be explained by simulation-based English communication training as an independent variable. In other words, this model explains most of the changes in the level of communication competence of nursing students as a result of simulation-based training intervention in English.

Mark Adjusted R Square As big as 0.752 strengthens this finding by showing that after adjusting for the number of samples and the number of variables in the model, as many as 75,2%variation in communication competence scores can still be explained by simulation

training. Adjusted R Square provides a more conservative but more accurate estimate to avoid overfitting bias in the model.

As forStandard Error of the Estimate Recorded at 1.97919, which shows how far the model prediction tends to deviate from the actual value. This standard error value is relatively low, indicating that the model prediction is quite precise in estimating the level of student communication competence based on the training treatment given.Overall, this high coefficient of determination value confirms thatSimulation-based English communication training is a significant and strong determinant in improving the communication competence of nursing students.. The practical implications of these findings support the need for curriculum development that incorporates simulation-based training approaches as an effective and evidence-based learning method for developing essential soft skills in professional nursing practice.

4. DISCUSSIONS

4.1 Interpretation of Findings

The results of this study indicate that simulation-based English communication training has a significant influence on increasing self-confidence (confidence) and communication competence (communication competence) nursing students at Muhammadiyah University of Pringsewu. This finding is proven through the results of simple linear regression which shows a significant value $p < 0.05$for both dependent variables, with valuesBetaeach of them is as big as 0.442 for confidence and 0.616for communication competence. The coefficient of determination (R^2) also shows a substantial contribution of this training to the dependent variable, namely 74.2% for confidence and 76.8%for communication competence.

Simulation-based training has gained recognition as an effective pedagogical approach in nursing education, particularly for improving communication skills and confidence among nursing students in handling complex clinical scenarios. Numerous studies support the assertion that simulation enhances students' readiness to engage in professional healthcare communication, thereby addressing critical pedagogical gaps faced in traditional educational settings. For instance, Hakami et al. articulate the positive impact of simulation education on the self-efficacy of nursing students, emphasizing that simulation enhances confidence levels and reduces anxiety during clinical interactions (Hakami et al., 2024). This aligns with findings from Hawkins and Tredgett, who noted that high-fidelity simulation significantly improves communication skills specifically in challenging contexts such as discussions around death and dying (Hawkins & Tredgett, 2016). By situating students in realistic clinical environments, simulations reduce anxiety associated with using professional language, which is paramount in today's diverse healthcare settings (Gutiérrez-Puertas et al., 2020).

Furthermore, the work of Gutiérrez-Puertas et al. reinforces the value of feedback during simulation exercises, which fosters essential communication skills and allows students to critically evaluate their performance (Gutiérrez-Puertas et al., 2020). This feedback mechanism, integrated with simulation, is pivotal for students to develop a constructive understanding of their strengths and weaknesses in clinical communications. In a similar vein, Li et al. argue that simulations that introduce students to real-life scenarios allow for experiential learning that addresses not only technical skills but also emotional and psychological dimensions of communication in healthcare (Li et al., 2023). The necessity for such training is echoed in research indicating that simulation helps in cultivating empathy, an essential component of patient-centered communication, thus enhancing the overall healthcare experience (Lee et al., 2021;, Kim et al., 2012).

Collectively, these findings underscore that simulation-based training not only fortifies communication skills among nursing students but also profoundly influences their clinical preparedness. By immersing students in simulated environments where they can practice interactions with patients and families, they are better equipped to navigate real-world

challenges and cultural sensitivities inherent in nursing practice (Jeon et al., 2020;, Guerrero et al., 2021). Thus, simulation emerges as a critical educational strategy that effectively bridges the gap between theoretical knowledge and practical application in nursing communication, ensuring students are well-prepared to meet the diverse demands of their future professional roles.

4.2 Theoretical Implications

The integration of simulation-based learning in nursing education has heightened the focus on enhancing self-efficacy and communication competence among nursing students. According to Bandura's Self-Efficacy Theory (1997), when individuals experience success in realistic contexts, their confidence increases significantly (Zamani-Alavijeh et al., 2019). This principle is particularly pertinent in nursing education, where simulation offers a risk-free environment for students to practice and refine their communication skills. The importance of fostering self-efficacy through practical, simulated experiences is underscored by research indicating that successful experiences within educational contexts enhance educators' confidence and perceived competence, aligning with Bandura's insights (Zamani-Alavijeh et al., 2019). Simulation training is congruent with Kolb's Experiential Learning Theory (1984), which emphasizes that effective learning arises from direct experiences and reflective practice (Bresolin et al., 2022). Such experiential approaches in nursing education provide students with opportunities to engage actively with materials and concepts, effectively bridging the gap between theoretical knowledge and practical application. Evidence suggests that high-fidelity simulations improve critical thinking, self-confidence, and overall competence among nursing students (Amod & Brysiewicz, 2019). Additionally, Bresolin et al. articulate that clinical simulations operate on the principles of experiential learning, reinforcing the foundation established by Kolb (Bresolin et al., 2022).

Furthermore, studies demonstrate that the structure of simulation training—including feedback, debriefing, and collaborative practices—plays a pivotal role in achieving desired educational outcomes (Lavoie et al., 2017). Specifically, these components promote not only self-efficacy but also student satisfaction and the application of learned skills in real-world scenarios (Lavoie et al., 2017). The effectiveness of experiential learning frameworks—in which students actively participate and reflect—has been observed in various settings. A study by Amod and Brysiewicz noted significant improvements in both competency and confidence among students involved in high-fidelity scenarios, supporting the notion that direct experience is foundational for meaningful learning in nursing education (Amod & Brysiewicz, 2019). In conclusion, the integration of simulation-based learning in nursing enhances students' self-efficacy and communication competence, affirming Bandura's self-efficacy principles and Kolb's experiential learning framework. Rigorous studies substantiate that successful simulations lead to improved skills, confidence, and overall professional preparedness among nursing students, thereby fostering a more competent workforce poised to meet the healthcare demands of the future.

4.3 Practical Implications

From a practical perspective, these findings indicate that simulation-based communication training needs to be systematically integrated into the nursing education curriculum, especially during the transition phase to the clinical environment. Nursing study programs in Indonesia, especially at the Muhammadiyah University of Pringsewu, may consider making this training a mandatory part of clinical practice learning or nursing communication courses.The implementation of this training can also improve students' readiness to face real interactions in hospitals or health facilities, especially in dealing with foreign patients or in the context of international nursing practice. Educational institutions can collaborate with teaching

hospitals to provide simulation scenarios that are appropriate to local needs while being globally oriented.

4.4 Limitations

Although the results of this study are promising, there are several limitations that should be noted. First, the number of respondents was relatively small at 50 respondents, which limits the generalizability of the findings to a wider population. Second, the short duration of the training (only 4–6 sessions) may not be sufficient to produce lasting behavioral changes in real clinical practice. Third, measurements were only conducted in the short term (pretest and posttest immediately after training), with no long-term follow-up to assess skill retention and application in the field.

4.5 Suggestions for Future Research

Future research is recommended to involve larger samples and come from various nursing educational institutions so that the results can be better generalized. In addition, a longitudinal approach is highly recommended to evaluate the long-term effects of simulation training on self-confidence and communication competence. Mixed-methods research that combines qualitative methods such as in-depth interviews or direct observation can also enrich the understanding of students' subjective experiences in participating in this training, as well as explain the mechanisms of behavioral change that occur.

5. CONCLUSION

This study shows that simulation-based English communication training is an effective pedagogical strategy in improving nursing students' confidence and communication competence in clinical settings. Through structured simulation scenarios delivered in a supportive learning environment, students are given the opportunity to develop communicative behaviors and psychological readiness that are essential in professional nursing practice.

These findings underscore the transformational potential of experiential learning methods in bridging the gap between theoretical knowledge and the demands of real clinical practice. By providing a safe space for repeated practice, error correction, and constructive feedback, simulation-based training not only strengthens language skills but also builds students' confidence when interacting in English with patients, colleagues, and other healthcare professionals.

Theoretically, this study enriches the discourse on self-efficacy and communication competence by demonstrating how contextualized, task-based training interventions can shape students' affective and cognitive engagement in language-mediated clinical tasks. These results provide strong support for the wider adoption of simulation training as an integral part of nursing curricula, particularly in non-native English-speaking contexts where communication barriers often constrain quality of care and patient safety.From a practical perspective, nursing higher education institutions are encouraged to integrate simulation-based communication training modules into the regular curriculum. This requires commitment in faculty training, curriculum development, and investment in simulation resources and infrastructure so that implementation can be carried out consistently and sustainably.

Despite its significant contribution, this study is limited by its representative sample, relatively short training duration, and the lack of long-term impact measurement. Future studies are recommended to use a longitudinal and mixed methods approach to capture more sustained behavioral changes and explore participants' experiences in greater depth. Expanding the study to different institutions and demographic settings is also important to strengthen the validity and relevance of the findings across nursing education contexts.

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