

"UNCONSCIOUS" STATE: ANALYSIS OF CONSCIOUS COMPETENCE LEARNING MODEL BY ABRAHAM MASLOW AS FOUR STAGE OF LEARNING

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Abstract: Learning difficulties have always been experienced by every student. There are many obstacles so that a person falls into long learning difficulties, whether he realizes it or not. The problem is how to change students from being unconscious in their learning difficulties to becoming conscious, skilled and even professional based on the Conscious Competence Learning Model (CCL) according to Abraham Maslow as Four Stage of Learning? The objective is to answer the following questions: What is the CCL Model? How is the analysis of the unconscious according to the CCL Model? How are the possibilities for developing the unconscious to become a conscious and even increasing the potential in him? Results The CCL model can be used to solve students' unconscious problems in facing learning difficulties. The progress of the CCL model can be seen is: he is unconscious (stage 1) turns into a conscious position to realize his weaknesses and wants to rise above learning difficulties (stage 2), then he has learning competence (in stage 3) and continues learning to become a profession (stage 4).

Keywords: *Unconscious Incompetence, Conscious Incompetence, Consious Competence, Unconscious Competence*

KEADAAN "UNCONSCIOUS": SUATU ANALISIS MODEL CONSCIOUS COMPETENCE LEARNING MENURUT ABRAHAM MASLOW SEBAGAI *FOUR STAGE OF LEARNING*

Abstrak: Kesulitan belajar selalu pernah dialami oleh setiap peserta didik. Banyak kendala sehingga seseorang jatuh dalam kesulitan belajaran yang panjang baik disadari maupun tidak disadarinya. Masalah adalah bagaimanakah merubah siswa dari keadaan *Unconscious* (keadaan tak sadar) dalam kesulitan belajarnya menjadi *conscious* (sadar), terampil bahkan profesional berdasarkan Model Conscious Competence Learning (CCL) menurut Abraham Maslow sebagai *Four Stage of Learning*? Tujuan adalah menjawab beberapa pertanyaan sebagai berikut: Apakah yang dimaksud dengan Model CCL? Bagaimana analisis keadaan unconscious menurut Model CCL? Bagaimanakah kemungkin-kemungkinan mengembangkan *unconscious* menjadi *conscious* bahkan dapat meningkatkan potensi dalam dirinya? Hasil Model CCL adalah dapat digunakan untuk menyelesaikan masalah unconscious siswa dalam menghadapi kesulitan belajar. Progress model CCL dapat dilihat adalah: ia unconscious (tahap 1) berubah menjadi conscious dalam posisi menyadari kelemahannya dan mau bangkit menerobos kesulitan belajar (tahap 2), kemudian ia mempunyai kompeten belajar (tahap 3) dan berlanjut belajar menjadi profesi (tahap 4).

Kata Kunci: *Unconscious Incompetence, Conscious Incompetence. Consious Competence, Unconscious Competence*

INTRODUCTION

Learning difficulties have always been experienced by every student. There are many obstacles so that a person falls into long learning difficulties, whether he realizes it or not. Dewantara (2012) in his research on learning difficulties of VIIIE Student Speaking Skills at SMPN 5 Nagara in Bali, found that the factors that

cause learning difficulties come from, are: motivation factors, learning habits, mastery of language components, mastery of components, mental attitudes, interaction between students, learning methods, learning media and interactions between students and students. The most dominant factor causing student learning difficulties is

"mental attitude".¹ Meanwhile, Sucihatningsih and Heny Sulistyowati (2006) conducted a study on "Factors Affecting the Difficulties in Learning Social Science Subjects for Class VIII Students of SMP Negeri 36 Semarang: home, (2) school support, (3) student interest, (4) family support, (5) student attention, (6) students' physical condition, and (7) teachers."²

Various factors cause children to experience learning difficulties do not come from themselves but also from their environment. Learning difficulties that often arise cause the child to have a "negative" experience so that when faced with something big and full of challenges, he generally becomes insecure - has a downward mental attitude. They imagine that there will be difficult experiences that they will face later. Often they say: "I can't do it right", "I can't do it". This mental attitude appears so that he doesn't want to and can't see the potential in him. They experience "Unconscious" (unconscious) of their potential.

The worst condition for someone when they are in an "unconscious" position towards anything is that they are in an unhealthy position to think. Wikipedia (2016) notes that unconscious results in "emotional pain" or deep suffering that a person feels. This condition is called "broken heart syndrome" or Takotsubo's cardiomyopathy, which is when a traumatic incident prompts the brain to transmit chemicals to the weakened heart tissue.³ According to Anna Wahidah (2013), a lecturer from Airlangga University, Surabaya said that unconscious puts a person into "bad mood". He is in a state of feeling sad or depressed. He can experience mood disorders (mood disorders) such as: chronic mood disorders, mood and creativity disorders or mood and emotional disorders.⁴

The problem is how to change students from being unconscious (unconscious state) in their

learning difficulties to becoming conscious, skilled and even professional based on the Conscious Competence Learning Model according to Abraham Maslow as Four Stage of Learning? The purpose of writing is to answer the following questions: What is a Model CCL? How is the analysis of the unconscious according to the MCCL Model? How are the possibilities for developing the unconscious to become a conscious and even increasing the potential in him?

METHODS

This study uses a literature research approach, which examines or critically reviews the knowledge, ideas or findings contained in the body of academic-oriented literature, and formulates their theoretical and methodological contributions to certain topics.⁵ Setyosari said that expressing the definition of literature review in general is a discussion or reading material related to a topic or finding. A literature review contains descriptions, for example in the form of an annotated bibliography, or this study provides an important explanation of literature in a particular field which states where weaknesses and gaps exist, which distinguish the views of certain authors or those that raise problems. It is not sufficient for literature review to provide a summary but will also provide an assessment and show the relationship between the different materials, giving rise to key themes.⁶

DISCUSSION

Conscious Competence Learning (MCCL) Model

The concept of MCCL was originally coined by Abraham Maslow with the Four Stage of Learning theory, later it was developed by several training practitioners separately, one of which was Noel Burch, who worked for the US Gordon International Training Organization around 1970s.⁷

¹I Putu Mas Dewantara (2012), "Identifikasi Faktor Penyebab Kesulitan Belajar Keterampilan Berbicara Siswa VIIIE SMPN 5 Negara dan Strategi Guru Untuk Mengatasinya"; http://pasca.undiksha.ac.id/e-journal/index.php/jurnal_bahasa/article/viewFile (Diakses 20 Januari 2016).

²Sucihatningsih and Heny Sulistyowati (2006), "Faktor-faktor yang Mempengaruhi Kesulitan Belajar Mata Pelajaran IPS Ekonomi"; Jurnal Ekonomi Dinamika Vol. 1 No. 2.

³"Patah Hati"; https://id.wikipedia.org/wiki/Patah_hati (Diakses 26 Januari 2016).

⁴Anna Wahidah (2013) "Learning Happens Everywhere"; <http://anna-w--fpsi09.web.unair.ac.id/> (Diakses 26 Januari 2016).

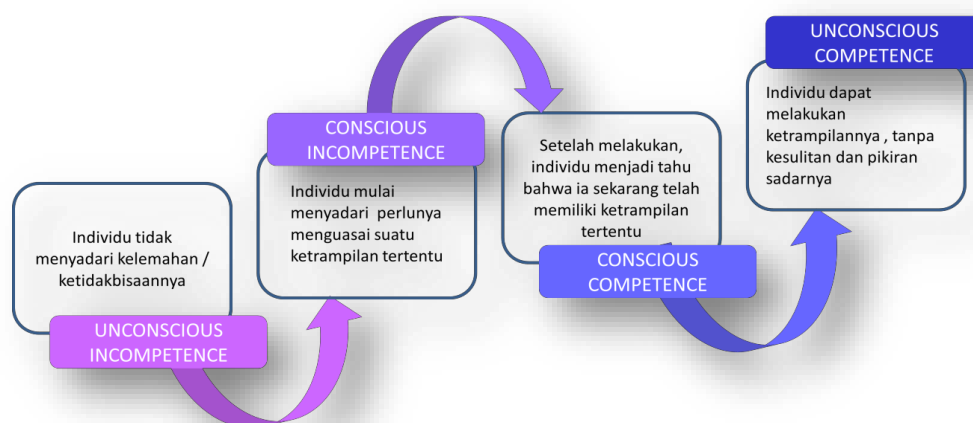
⁵Punaji Setyosari, *Metode Penelitian Penelitian dan Pengembangan* (Jakarta: Kencana, 2010), 72.

⁶Justus Randolph, (2009) "A Guide to Menulis the Disertation Literature Review," *Penilaian Praktis, Penelitian, dan Evaluasi* : Vol. 14, Pasal 13. <https://doi.org/10.7275/b0az-8t74>.

⁷Widyarini, (2015). "Conscious Competence Learning Model"; <http://www.bppk.kemenkeu.go.id/unduh-malang?download=50:conscious-> (Diakses 24 Januari 2016).

The CCL model describes how individuals learn and the stages that are passed in the learning process so that a person masters a certain competence. According to the CCL Model, learning takes place through four stages, namely: (1) Stage 1: Unconscious Competence (unaware of their

inability). (2) Stage 2: Conscious Competence (realizing his inability). (3) Stage 3: Consious Competence (realizing his abilities). (4) Stage 4: Unconscious Competence (not realizing one's abilities). In this regard, Robinson (1974) states that the



stages in the learning process are not linear models. This model of consciousness-competence has a spiral nature. When an individual manages to achieve the unconscious - competency stage in a new knowledge and skill, the individual will start

An "unconscious" State

Sigmund Freud defines conscious and unconscious as follows: Unconscious is the deepest part of the structure of consciousness and according to Freud is the most important part of the human soul. In particular Freud proved that the unconscious is not a hypothetical abstraction but an empirical reality. The unconscious contains instincts, impulses and drives that are carried from birth, and traumatic experiences that are suppressed by consciousness are transferred to the unconscious area. In unconscious conditions, the human mind is connected to the universe which in the language of psychology is called "Universal Consciousness" (the mind of the universe) or in the language of biology it is called "Morphogenetic

again at the initial stage when he is faced with the challenges of a new situation or while seeing and feeling the need for other new skills or competencies.⁸ More details can be seen as follows:

Field" (morphogenetic field). The discovery that the human mind is connected to the universe is still unknown to many, and many are still not quite sure. However, in the last 5-10 years accurate evidence that supports this discovery has emerged, so that even skeptics (unbelievers) cannot escape.⁹ In this regard, Karl Pribram, a brain surgeon, found that the human brain contains an image of the universe, almost the same as a holographic process. He said that the human mind is connected to the concept of the universe and receives information from the universe. What is the proof? For example, where did Isaac Newton get his theory of gravity? Who sent the message to his mind so that in the end he discovered the theory of gravity?¹⁰

Furthermore, the British scientist, Jacob Boehm, also put forward similar findings regarding

⁸ Allan Hunt and David Beglar, *Methodology in Language Teaching an Anthology of Curren Practice* (London: Cambridge University Press, 2012), 258-266.

⁹ Alwisol, *Psikologi Kepribadian* (Malang: UMM Press, 2009), 3-4.

¹⁰ "Fakta Ilmiah tentang Kekuatan Pikiran"; <https://jarimanisindonesia.wordpress.com/2012/11/21/fakta-ilmiah-tentang-kekuatan-pikiran/> (Diakses 26 Januari 2016).

<https://jarimanisindonesia.wordpress.com/2012/11/21/fakta-ilmiah-tentang-kekuatan-pikiran/>

the holographic concept, and these findings have been published in one of the famous scientific journals in England. From these findings, it was found that the universe connected certain species or living things. Suppose a mouse is trained to explore a "maze" or labyrinth. Other mice will also know this faster because one mouse already has that "knowledge". The same thing happened to humans. If one human being masters a knowledge, it will be easier for other humans to learn it. This means that humans already have the same knowledge (shared intelligence) because the universe helps provide the same information through the universal mind or subconscious mind. And these findings have been published via BBC broadcast. Then this connection is called the "Morphogenetic Field" (morphogenetic field).¹¹

Even in a subconscious state there can be communication: Some communicate through the eye. Some communicate through body language. Some even communicate without seeing their eyes or body language, but through "feelings" only. When this happens, a person is not communicating using a conscious mind that rests on logic and rationality, but with a subconscious mind that relies on "feelings". The above condition is called "energi resonance".¹²

The Process of Developing Unconscious to Conscious Professional

Unconscious Incompetence Process

Stage 1 is unconscious incompetence. This stage is the stage where a person is not aware of his weakness or inadequacy in something. Individuals who do not realize that they are actually inadequate usually perform or face situations with a sense of confidence, oversimplify problems, and do not realize that there is something that needs to be known and learned. But the problem is, someone is experiencing "unconscious" because there are so many learning difficulties he is facing. This position is a crisis position for someone with an "unconscious" status. This position is very decisive for someone, who cannot wake up (aware) from the deterioration of learning. If he doesn't wake up, then he will continue to fall down because he blames himself for being incapable of anything. He

is in an unconscious position which is getting worse.

Conscious Incompetence Process: Unconscious to Conscious Solutions

Conscious Incompetence stage is the stage where the individual has realized that he does not have certain knowledge or skills (competence), which is needed. At this stage he became aware that in fact there were many things they did not know and had to learn, more than they thought. At first they were still confused, because they did not really understand what they did not know. Then he realized his presence and the need to master certain knowledge and skills. The problem is, for "conscious" he is actually falling more and more because "he does not have the" knowledge and skills "to solve learning problems. Stage 2 Conscious Incompetence is a total conscious conscious.

In this connection, Seligman said that Conscious is a condition of helplessness that is learned. By not getting positive reinforcement for the things he does, the individual learns that the things he does do not produce anything positive. Gradually, he developed a sense of hopelessness and helplessness. This theory is the theory of learned helplessness.¹³ So, in this stage 2 position, Conscious must be developed as follows:

(1) An unconscious person is always invited to think positively. But if it is not developed in a positive direction, then according to Seligman, it is said that individuals can experience prolonged learned helplessness and a decrease in self-esteem if they make the conclusion to internal factors that are stable and global in nature. Internal means that the individual concludes a negative event as a result of an error in him. Stable indicates that the error factor in him is relatively stable so that it can occur again in the future. Global means that individuals think that these errors can affect other areas of their lives.¹⁴

(2) An unconscious person is brought into a conducive learning atmosphere. In this regard, Ivan Pavlov in his theory of "Conditioning classic theory" said that there needs to be a process of change that occurs because of the conditions "conditions" which then lead to a response. So,

¹¹Ibid.

¹² "Komunikasi Bawah sadar";

<https://jarimanisindonesia.wordpress.com/2012/09/12/komunikasi-bawah-sadar/> (Diakses 26 Januari 2016).

Inculco Journal of Christian Education, Vol. 1 No. 1, Februari 2021

¹³C. Davison, et.al., *Abnormal Psychology* (New York: Psychopathology Development, 2004), 73.

¹⁴Ibid.

conscious must be included in the stimulus-response associative conditioning.¹⁵ According to Adrian Underhill, a conducive learning atmosphere can take place by forming study groups. This study group will provide strength to activate and support individual self-development.¹⁶

The Conscious Competence Process: Developing Conscious Competence

Stage 3 is the stage of Conscious Competence. This stage is the stage where the individual realizes and knows that he already knows (new things) or is able to do something new. This stage is the stage of assimilation, where there is a combination of (old) learning experiences that have been owned by the individual with new experiences and understandings. competence (unconscious competence). The problem is that it is difficult for an unconscious to learn if he does not wake up from his senses, he will be increasingly fatal for him. But this stage tries to wake up an unconscious person to start a struggle to become a quality conscious.

In this stage, he begins to train his learning potential. The learning potential aims to achieve something desired is to become a competent person in learning. The training to become a person who has learning competence is as follows: (1) the teacher develops contextual learning strategies for students so that students have the confidence that they can become competent. In this regard, Margo J. Heydt and Nancy E. Sherman suggested that in order to be competent in learning it is necessary to formulate: (a) teaching strategies to students about developing a level of self-awareness to learn to make themselves successful in community life (social workers). (b) Teaching the development of self-awareness will be effective when paying attention to the cultural background of each student. This theory suggests that forming a skill is integral to creating a positive working relationship with a conscious way of constantly practicing. (c) students have the confidence to be able to be more skilled or

competent.¹⁷ (2) students have a commitment to the goals to be achieved. According to Edwin A. Locke, a competent person must be committed to the most important goals when those goals are specific and difficult.¹⁸ (3) Students must learn something they like, concentrate and be independent in completing their assignments. It is more profound that Arunaya Narayan says that a person can become competent in learning if: (a) he can do things that can be relied on, (b) concentrate and think orderly about doing a learning skill, (c) can do something without the help of others, (d) must be able to show other abilities, but that does not mean to be able to teach well for others; (e) must practice new skills, and if appropriate commit to being "unconsciously competent" in these new abilities.¹⁹

Process of Unconscious Competence: Developing Conscious to become Professional

Stage 4 is Unconscious Competence. This stage is the highest stage in the learning stage model. At this stage the individual seems not to feel the competence any longer. When performing the skill, one does not need to think about it. Everything is done as just flowing, "automatically", not too or unnecessarily with full awareness of doing it.

A person's competence in learning will become professional if he continues to practice his learning competence regularly. This is done in the following way: (1) students always provide feedback on what they get from the learning process. In this regard, the development can be done by: (a) A medical journal in the UK provides a way for conscious to become professional, namely by giving formal feedback. Giving formal feedback must be done in relation to the following matters, namely finding the right place and time, agreeing on what will be the focus, being able to see clearly the intentions and effects, being able to distinguish between a performance and personal interests, identifying areas for improvement, alternative offerings, and pay attention to understanding.²⁰ (2) Train to develop particular skills and continue to

¹⁵Hergenhahn dan Matthew H. Olson, (2008), *Theoris of Learnig (Teori Belajar)* (Jakarta: Kencana, 2008), 36-37.

¹⁶Underhill, Adrian Underhill, (1992), "The Role of Groups in Developing Teacher Self-Awareness"; *The ELT Journal*, Vol. 46 No. 1 (January) 71.

¹⁷Margo J. Heydt and Nancy E. Sherman, (2005), "Conscious Use of Self: Tuning the Instrument of Social Work Practice With Cultura Competence"; *The Journal Baccalaureate Social Work*, Vol. 10 No. 2.

¹⁸Edwin A. Locke, (1996), "Motivation through Conscious Goal Setting"; *Appllied and Preventive Psychology*, Vol. 5: 3.

¹⁹Arunaya Narayan Mukherjee, dkk. (2012), "Hrd In Sme: A Study In Inculcation of The Practice of Conscious Competence Learning In Moonlight Engineering Company"; Robinson (1974).

²⁰"Giving Effective Feedback"; *British Journal of Hospital Medicine*, Vol. 70 No. 3 (Maret 2009), 160.

motivate oneself to commit to continuing to develop skills intensively because there are many big things that must be done.²¹ (3) Graham Allan and Janet Moffett said that a professional person must need awareness of his own development to be able to do his best and must be confident in his own role and be aware of his limitations.²² (4) need to cross a cultural approach. Individuals must be able to recognize the components of learning that shape culture and their potential impacts.²³

CONCLUSION

The CCL model is a model of how individuals learn and the stages that are passed in the learning process so that a person masters a certain learning competency. The CCL model of learning takes place through four stages, namely: (1) Stage 1: Unconscious Competence (not realizing one's inability). (2) Stage 2: Conscious Competence (realizing his inability). (3) Stage 3: Consious Competence (realizing its capabilities). (4) Stage 4: Unconscious Competence (not realizing one's abilities).

The unconscious is where a person is not aware of his weaknesses or learning disabilities, so he does not seriously face learning but simplifies problems too much. Unconsciousness contains instincts, impulses and drives that are carried from birth, and traumatic experiences that are suppressed by consciousness are transferred to the unconscious area. In unconscious conditions, the human mind is connected to the universe which in the language of psychology is called "Universal Conciousness" (the mind of the universe) or in the language of biology it is called "Morphogenetic Field" (morphogenetic field).

According to Abraham Maslow, the Conscious Competence Learning (MCCL) model can be used to solve students' unconscious problems in facing learning difficulties. The progress of MCCL can be seen is: unconscious (stage 1) turns into conscious in a position to realize his weaknesses and wants to rise above learning difficulties (stage 2): think positively and form a constructive learning atmosphere, then he has learning competence (in stage 3) in

where teachers and students work together to train to develop learning competencies and continue learning to become a profession (stage 4): continuously train their learning competencies.

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²¹Chris Routledge and Jan Carmichael. 2007. *Personal Development and Management Skills* (t.k: CIPD, 2007).

²²Graham Allan and Janet Moffett, *Youth Yes Project* (Bratislava: University of the West of Scotland, *Inculco Journal of Christian Education*, Vol. 1 No. 1, Februari 2021

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