

The Phenomenon of Extracurricular Management in Canisius Santo Bernardus Elementary School



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ABSTRACT: The purpose of the study was to describe the phenomenon of extracurricular management at Kanisius elementary school (SDK) Santo Bernardus Madiun. The type of research is descriptive qualitative. The data source is the management of extracurricular activities. Data were collected through: observation, interviews, and documentation studies. The results of the study are the management of extracurricular activities in determining the type of activity using SWOT analysis, the principal is able to build a school education system, and understands the character values contained in extracurricular activities. The research conclusion is that extracurricular management at SDK Santo Bernardus has applied school-based management (MBS).

KEYWORDS: Phenomenon, Management, Extracurricular.

INTRODUCTION

Events that often become the attention of the community and need to be studied in building knowledge are a form of phenomenon. Orleans (Wita and Mursal, 2022) explains that a phenomenon is an event that attracts attention and is studied because of its special meaning or because of its unusual nature. Meanwhile, Waluyo (Rizal, et. al, 2018) states that phenomena are a series of events and forms of conditions that can be observed and assessed through scientific methods or through certain disciplines. Understanding this understanding, researchers through: qualitative research, conducting participant observation, in-depth interviews, trying to open and describe extracurricular management at SDK Santo Bernardus in Madiun city, East Java.

Management is an activity planned by the head of an institution or institution of an organization in achieving the set goals. Henry Fayol (Gesi, et. al, 2019) explains that management is a series of activity processes that include: planning, organizing, coordinating, and supervising/controlling existing resources in order to achieve goals effectively and efficiently. Wilson and Gilligan (Juhji, et. al, 2020) explain that management is a series of activities carried out by members of an organization to achieve its goals. In extracurricular activities at SDK Santo Bernardus, the members of the organization are: principals, class teachers, extracurricular teachers, students, parents of students, school committees, school supervisors as representatives of the Education Office.

To achieve the goals set by the organization, management has elements that need to be considered in order for the school education system to occur at SDK Santo Bernardus. Taylor (Gesi, et al, 2019) explains that the elements of management are: people, money, materials, machines, methods, and markets. The human element in this case is the organizational members in the SDK Santo Bernardus Education system. Finance referred to in this study is the financial support of parents of students. Material in this study is the form of extracurricular activities determined by the school and agreed upon by all members. The method in this research focuses on the planning, implementation, and targets set by the school. The market in this research is extracurricular activities in raising the existence of schools in the community.

School management is currently decentralized, which means that the education unit through the school principal is allowed to manage the continuity of the education process. Education management centered on education units is called school-based management (SBM). Archadah (2019) states that MBS is a management model that provides flexibility and freedom to schools and leads to consensus decision-making between all school parties including principals, teachers, parents of students in an effort to improve school quality based on national education policy. Based on this understanding, the SDK Santo Bernardus Education Unit manages extracurricular activities through the selection of activities oriented towards non-academic achievement and the formation of student character. Both focuses are a manifestation of the existence of a school that produces students not only achievements in the academic field, but also achievements in the non-academic field and character.

The strategy of implementing MBS by the head of SDK Santo Bernardus is in line with the concept described by Sagala. MBS strategies according to Sagala (Pratiwi, 2016) include: implementing school programs on the basis of a vision and mission that is consistent with goals and targets; expanding school partners with other sectors, such as community leaders, and NGOs; redefining relationships between partners; exchanging experiences and strengthening networks between systems and between

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schools; clarifying the functions and duties of each level and system actor; creating boundaries of authority and accountability of each actor; creating the necessary tools; meeting information needs for schools; and distributing authority, responsibility, and resources to subordinate levels.

The application of MBS in determining the type of extracurricular activities cannot be separated from the principal's understanding of SWOT analysis (Strength, Weakness, Opportunity, Threat). The application of SWOT analysis by the SDK Santo Bernardus school is based on the understanding that the current era of school management and the implementation of onasi, as well as the free school mindset, motivate school managers to continue to improve and provide optimal learning services. To understand the competition for the acquisition of students and the optimal form of service, school managers apply SWOT analysis in everything, including in extracurricular management. This is in line with Rangkuti (Mashuri and Nurjannah, 2020) who explains that SWOT analysis is an activity to identify various factors systemically to formulate organizational or institutional strategies. The strategic planning method used to identify is divided into two, namely internal organizations with strengths, weaknesses, while external organizations with opportunities, and threats. Putra (2017) explains that the function of SWOT analysis is to analyze the strengths and weaknesses of the institution through a review of the internal conditions of the institution, as well as an analysis of the opportunities and threats faced by the institution through a review of the external conditions of the institution.

The determination of the type of extracurricular activities by the principal was carried out using the SWOT analysis procedure. The procedure is in accordance with the steps taken by Prastowo and Julianty (Astuti and Ratnawati, 2020), namely: understanding the financial background data of elementary education units; understanding the conditions that affect elementary education units; studying and reviewing SWOT; analyzing SWOT.

Extracurricular activities are not included in the curriculum structure, but complement intracurricular and co-curricular activities. SDK Santo Bernardus understands that the extracurricular position is not included in the curriculum structure, but explains that extracurricular activities also determine the graduation and promotion of students to further levels. This is confirmed by An-Nahlawi (Wafroturrohmah and Sulistiyawati, 2018) that extracurricular activities are additional activities outside of intracurricular and cocurricular hours and are part of school lessons and students' graduation is influenced by their activities in extracurricular activities.

The extracurricular activities chosen and determined by the school are also analyzed from their function in increasing the existence of the school. Annisa, et. al. (2021) explain the extracurricular functions in elementary schools are: development, namely as a vehicle for developing the talents and interests of students; social, namely as a vehicle for expanding social interactions and experiences, practicing communication skills, and internalizing character values; leisure, implementation in a comfortable and pleasant atmosphere, so that this environment supports the process of developing students' personal competencies; Vocational preparation, namely as a means of facilitating the preparation of students' preparation through the development of interests and talents of interest.

Extracurricular activities set by schools are understood to have benefits for students and schools, which in addition to providing space for improving achievement, also foster character values. This is explained by Yhunanda and Sholeh (2020) that extracurricular activities provide benefits: forming positive character; making more active; can socialize; teach to work together as a team and group; educate to be a disciplined and committed person; help hone and improve talent; channel creativity; improve achievement; provide fun activities in a positive way; keep the body healthy.

Extracurricular management was researched by Saibovich (2019) who explained that the impact of extracurricular activities on academic achievement and skill development; the effectiveness of parental approaches, based on personal experience; the importance of public and domestic work (unstructured extracurricular activities) in individual development. This emphasizes that good extracurricular management has a very broad impact on the development of character and academic and non-academic achievement of students.

The results of Clement & Mwila (2023) showed that there are four categories of extracurricular activities followed by female students, namely: sports and games; academics; production-related activities; and social clubs. These activities are said to have a greater impact on learners' attendance and help foster relationships between classmates and peers and control deviant behavior. The study also found a lack of adequate facilities and infrastructure to support female learners' participation. Therefore, education stakeholders should ensure that facilities and infrastructure for extracurricular activities are adequate and appropriate to the gender of the learners. This will enable learners of both genders to benefit from participation in extracurricular activities.

This research is also supported by research from Purwandar, et. al. (2022) which explains that good management and development of extracurricular activities, which consists of planning, staffing and personnel management, and budgeting, has a positive impact on the performance of extracurricular activity managers. Planning, which begins with the formation of an organizational structure for extracurricular administrators, provides an obligation to work in accordance with their respective main duties and functions. In the process of achieving the planned program objectives, cooperation from various parties is needed, for example cooperation in the form of activity sponsorship. At the Staffing and Personnel stage, recruited staff must have a certificate.

This research is also supported by research by Mishra and Aithal (2023) which explains that extracurricular activities contribute to the construction or development of self-confidence, lightened by development in aspects of knowledge, skills, and

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attitudes. The results of this study emphasize that extracurricular activities can support development in all aspects, namely the cognitive domain, affective domain, and psychomotor domain.

The results of research from Rukajat, et al, (2021) which explain that good extracurricular planning includes determining the type of extracurricular program, student quota, coordinator, schedule, and finance in accordance with the vision and goals of the school. Extracurricular activities with the above planning can increase the creativity of students to run smoothly according to their development. The deputy principal is assigned to continue to supervise and evaluate extracurricular activities involving educators/supervising teachers. The community is accommodated to support or facilitate extracurricular activities. This emphasizes that extracurricular planning that is planned and begins with the results of the analysis will be able to develop the character of creativity and other learning achievements.

Based on the description above, in this study the researchers focused on the management of extracurricular activities at SDK Santo Bernardus Madiun. Paying attention to this description, the researcher can formulate the problem, namely: how is extracurricular management carried out by SDK Santo Bernardus Madiun? The purpose of this research is to describe the development of the school education system in managing extracurricular activities.

RESEARCH METHOD

The type of research in this article is qualitative with a phenomenological approach. Hegel (Wita & Mursal, 2022) explains that phenomenology is a knowledge where the knowledge is present in consciousness "knowledge as it appears to consciousness". Taking into account this explanation, phenomenology can be interpreted as a science of describing what is seen, what is felt and known in immediate awareness and experience. Meanwhile, the definition of qualitative research explained by Sugiyono (2019: 18) is a research method in scientific conditions, researchers act as instruments, data is analyzed with qualitative properties, focusing on emphasizing meaning. Noting the above understanding, the researcher in this case did not intervene with the research subject.

The research started from July to December 2023, at SDK Santo Bernardus Madiun, East Java. The research subjects were the principal, class teachers, and extracurricular teachers. The research data source is extracurricular activities, while supporting data are texts and informants. Data collection techniques were carried out by observation, literature study, and in-depth interviews with informants. Primary data are the results of interviews and secondary data are documents on the implementation of extracurricular activities.

The data that has been collected is then tested for degrees of trustworthiness or validation. The definition of degree of trust is explained as an activity in describing the results of research on the actual object description. Moleong (2019: 48) explains that techniques for testing the degree of trust include: extension of participation, persistence of observation, triangulation, peer checking, reference adequacy, negative case analysis, member checking. In this study, the technique used to test the degree of trust in the research is by triangulating techniques and sources.

The validation data then needs to be analyzed. Afrizal (2015) explains that data analysis is a basic data processing activity that is still in the form of actions, narrations, field notes, and written materials that support research, so that it can be interpreted. In this research, the activity of analyzing data uses interactive analysis from Miles and Huberman. Afrizal (2015) explained that the stages of analyzing qualitative research data are data reduction, data presentation, and drawing a conclusion.

RESULT AND DISCUSSION

Result

The results of the interview with the principal obtained data, namely:

- a. Extracurricular activities are still held to develop the character of students even though in the co-curricular there has been a project to strengthen the profile of Pancasila students (P-5). However, the P-5 activities are parallel classes, while extracurricular activities are between grade levels. Thus, the purpose of continuing to hold extracurricular activities is to build extracurricular generations of certain types in order to have superior seeds to excel in each year.

This is evidenced by the explanation during the interview:

"...extracurriculars are still carried out...because...it develops character...for example the social dimension...even though in the co-curricular there is p-5...but we still hold extracurriculars..."

- b. Extracurricular activities accommodate parents of students and practitioners in one type of extracurricular activity. For example, extra Karate then the one who trains is a Karate practitioner; extra Sendratari then the one who trains a teacher who has dance competence. Meanwhile, the role of parents of students is to support financing so that extracurricular activities continue and support when competitions and performances are held.

This is evidenced by the explanation during the interview:

"...the determination of extracurricular activities, some are mandatory and some are to brand the existence of the school..scouts..it is mandatory..the championship year..which we prepare with practitioners who have competence...because it is a professional teacher, it needs special financing..now this is what we invite parents of students in financing...all parents of students support..."

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c. Determining the type of extracurricular activities is selected and determined based on an analysis of strengths and weaknesses inside and outside the school. For example, championships that are permanent, such as: academic and non-academic Olympiads, then those who train are practitioners who have competence in their fields. This is done to achieve achievement targets and prepare for titles or parties. Thus, these results will directly impact the school's existence in the eyes of the community.

This is evidenced by the explanation during the interview:

"...yes, it's true...the type of extracurricular is chosen and determined by the school based on the orientation of the possibility that we can win...so we look at other schools...how to prepare...how to handle...how to accommodate parents...we do that...because...we realize...our school must exist more so that the school name is getting better in the eyes of the community...full of academic and non-academic achievements...but also...has character..."

The results of interviews with extracurricular teachers obtained data:

- a. Extracurricular teachers are selected based on their ability and championship background. This is to motivate students to have a fighting spirit and be champion-oriented.
- b. Extra-curricular day training is generally set once a week, but for students who have talents and will be prepared to achieve championship targets, they are trained specifically on an agreed day and time.

This is evidenced by the explanation during the interview:

"...really...I fill this extracurricular activity was contacted by the chairman of KONI and I also happen to train potential seeds...if I was contacted directly because I was part of the community to prepare for the Olympics...if I did drop out of the arts so I was contacted directly...if the honorarium is enough...the training place is not only at school...general training once a week...for forging in an appropriate environment..."

The results of interviews with parents of students obtained data:

Planning the selection and determination of extracurricular activities that are optional but are targeted to win in an annual activity, parents of students are involved in financing. Financial support is carried out because parents of learners have the hope that their children will become champions and later when continuing to a higher level of education unit it can be easy because it is through the achievement pathway. This is evidenced by the explanation during the interview:

"...yes it is true...we are involved...starting from the selection, determination, and form of training...everything presented by the school is realistic so we fully support...we finally formed a WA group to communicate with each other...yes if our children excel in entering the junior high school level it will be easier because there is an achievement path...yes we get to know friends and finally familiarize our children too..."

The results of the interview with the school committee obtained the following data:

The principal and teachers at SDK Santo Bernardus have an orientation towards the existence of a school that has a myriad of achievements. Thus, the selection and determination of extracurricular activities are not just for the sake of existing but are oriented towards the vision and mission of the school, namely achievement and character. The determination of extracurricular types is followed up with professional handlers so that the target of winning champions and work titles can be realized properly. For this reason, the school accommodates the role of parents of students in terms of financing and support when practicing and competing. This is evidenced by the explanation during the interview:

"...the school strategy is very good... all elements are contacted and invited to discuss... parents of students are invited to talk... and finally the role of parents of students is really active and supports the cost of school activities... there is a special handling for extra activities that have championships... handled by reliable practitioners... so this provides and realizes the desire of children to excel..."

The results of the interview with the school supervisor revealed the following data: School management has built a good school education system. Active communication continues to be carried out with various parties. Such as: official with the Education Office through the supervisor, parents of students, the school committee, sports administrators to find coaches, the health center, the village. The education system has an impact on information about annual championships, performances and understanding the strengths of other primary schools. This is evidenced by the explanation during the interview:

"...the principal and teachers...are active in obtaining information...the school continuously accommodates the involvement of all elements either directly or indirectly...such as to the Education Office..to the Committee..parents of students..to the Village..to the Health Center..to KONI as well...this is what makes me proud..."

The results of the researcher's observations obtained data, namely: Students have high enthusiasm when practicing. Directions from extra teachers are carried out well, especially those prepared to participate in annual championships or performances. Training in general is targeted at character development in the social dimension, namely communication interactions between grade levels. In addition, to build motivation for other students to have a winning mentality.

The development of the school education system is carried out by the management of SDK Santo Bernardus with intensive communication, starting from the Education Office, School Committee, parents of students, sports and arts administrators, KKG, other agencies, such as: Puskesmas and Kelurahan. One of these communications is to see the weaknesses and strengths of the school, as well as to obtain data to formulate and set good policies. The formulation of this policy is the basis for the school's continued existence in the community.

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The documentation study found that extracurricular teachers are recruited according to the specifications of the extracurricular types. This is to support the accreditation documents and to realize the school as a school full of achievements. The recruitment of extracurricular teachers goes through a mechanism that has been determined by the school. The recruitment results are followed up with a written agreement and mutually agreed upon. In general, the contents of the agreement are about the rights and obligations of extracurricular teachers.

DISCUSSION

The selection and determination of the type of extracurricular activities determined by the school in principle is to optimize the existence of the school in the community. This is evidenced by the analysis of the internal school and external school. For internal schools, the principal has measured the weaknesses and strengths. The weakness obtained is that extracurricular teachers are given to teachers who have competence in their fields. So that students are able to explore the material provided by the teacher and can always try according to the ability of the students. As for the external, the school develops cooperation in order to support the implementation of extracurricular activities, one of which is the acquisition of extracurricular information developed by other elementary schools; training venue support; extracurricular teacher recommendations; and financial support from parents of students. The analysis carried out by the school is in accordance with the results of research by Purwandari, et. al. (2022) which explains that the management and development of extracurricular activities properly, which consists of planning, staffing and personnel management, and budgeting, has a positive impact on the performance of extracurricular activity managers.

The principal in determining the type of extracurricular activities does not see the trends that are widely practiced by other elementary schools. This is because the principal needs to plan the school he leads in order to continue to exist in the eyes of the community. The analysis used by the principal is in accordance with the analysis in SWOT. This is in line with Rangkuti (Mashuri and Nurjannah, 2020) who explains that SWOT analysis is an activity to identify various factors systemically to formulate organizational or institutional strategies. The strategic planning method used to identify is divided into two, namely internal organizations with strengths, weaknesses, while external organizations with opportunities, and threats.

The extracurricular activities carried out at SDK Santo Bernardus have built a good education system. Starting from the school committee, school supervisors, parents of students, the community concerned with education, have become part of the school program. This emphasizes that the school has implemented school-based management. This discussion is in line with Sagala's MBS Strategy (Pratiwi, 2016), among others: according to the school program on the basis of a vision and mission that is consistent with the goals and targets; expanding school partners with other sectors; strengthening networks between systems and between schools; clarifying the functions and duties of each level and system actor; making the limits of authority and accountability of each actor. This is also confirmed by Clement & Mwila (2023) showing that extracurricular activities have an impact on learner attendance and help foster relationships between classmates and peers and control deviant behavior.

The implementation of extracurricular activities is still carried out at SDK Santo Bernardus because the principal understands very well that extracurricular activities that are well planned are able to make achievements and develop character in students. This is in line with Yhunanda and Sholeh (2020) that extracurricular activities provide benefits: forming positive character; making more active; can socialize; teach to work together as a team and group; educate to be a disciplined and committed person; help hone and improve talent; channel creativity; improve achievement; provide fun activities in a positive way; healthy body.

The ability of extracurricular activities at SDK Santo Bernardus to develop all aspects has an impact on the planning, implementation and target setting process. This emphasizes that the school applies SWOT analysis. This is supported by Putra's (2017) statement that the function of SWOT analysis is to analyze the strengths and weaknesses of the school through a review of the school's internal conditions, as well as an analysis of the opportunities and threats faced by the school through a review of the school's external conditions. Thus, the planning done by the principal accommodates all elements. As explained by Rukajat, et al, (2021) which states that good extracurricular planning includes determining the type of extracurricular program, student quota, coordinator, schedule, and finance in accordance with the vision and goals of the school, able to increase creativity.

The extracurricular activities carried out by SDK Santo Bernardus have been formulated not only for academic achievement, but also for character development. This is because the principal understands that students need space to be able to build the interaction of school residents. This is confirmed by Saibovich (2019) that the impact of extracurricular activities on academic achievement and skill development; the effectiveness of the parental approach, based on personal experience; the importance of public and domestic work (unstructured extracurricular activities) in individual development. This is also in line with Mishra and Aithal (2023) that through extracurricular activities have a contribution to the development of the cognitive domain, affective domain, and psychomotor domain.

CONCLUSION

The extracurricular management carried out by SDK Santo Bernardus Madiun East Java selects and determines the type of extracurricular activities using SWOT analysis, by looking at the weaknesses and strengths of the internal and external sides of the school. Determination of the type of extracurricular activities is oriented towards the existence of the school which is realized in the

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form of academic and non-academic achievements, as well as character development. Thus, the extracurricular activities programmed by the school principal are school-based management.

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