

Teachers' Social Competency in Improving Students' Extracurricular Skills

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Abstract: As professional's teachers in the field of education, at least, they have the duties of teaching, mentors, class administrators, curriculum developers, professional developers, and community relations builders. Competence in the educational perspective is a necessity, because a professional job, in this case, the teacher, have to be based on the field of the knowledge. The purpose of this study was to describe teachers' social competency in improving students' extracurricular skills that extra-curricular activities can influence development in academics, social skills, and school completion. This study was literature research that discusses the social competence of the teacher in applying at school for improving students' extracurricular skills surrounding Batam area. Over half of a student's time is spent being involved in some sort of structured activity. It is important for teachers, counselors, and parents to know the overall impact of participating and being involved in out-of school activities. Social competence of teachers as part of the community to communicate and socialize effectively with learners, fellow educators, education personnel, parents of learners, and the surrounding community. The school educates students to be smart and they must have a teacher who is competent in the field. If the teacher already has the competence then the student relationship with the teacher goes well, the achievement will also be good. The teachers need social competence because they share their knowledge to the students. Therefore the only teacher should learn a lot from communicating to be clear and cautious.

Keywords: Social Competence, Teacher, Extracurricular Skills.

INTRODUCTION

In education, teachers and lecturers are very important factors in improving the quality of education, especially the quality of processes and learning outcomes [1]. In other words, Teachers with social and emotional competence are better able to implement social and emotional curriculum more effectively because they provide outstanding examples of desired social and emotional behavior, the says the study which proposes a model of the pro-social classroom [2]. As professionals in the field of education, teachers have at least the duties of teaching, mentors, class administrators, curriculum developers, professional developers, and community relations builders. The tasks are carried out to continue and develop the values of life, develop science, knowledge, and technology, and develop skills in students [3].

These great roles and positions are shared by all teachers in all subjects or fields of study. The position of teachers in educational institutions is professional work, which in practice requires a special skill. In that sense, the teacher is not just a person who stands in front of the class to deliver the subject of knowledge (subject), but as a facilitator in transforming science and creative in directing the development of his students to become the individuals needed in society. In order to perform their duties properly and professionally, the teacher must have some competence or ability, both academically and non-academically.

Competence in the educational perspective is a necessity, because a professional job, in this case, the teacher, must be based on knowledge in the field. Allah SWT says in Al-Isra (QS: 36) [4]:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ

كَانَ عَنَّهُ مَسْئُولًا ﴿٣٦﴾

Meaning: "And do not follow what you have no knowledge of. Verily hearing, sight, and heart will be asked for his responsibility".

In that verse, Allah SWT forbade to pronounce or do acts that are not known to be true. In the context of teacher professionalism, a teacher must have the competence, or knowledge, to understand the things that should be done in carrying out his profession in order to achieve educational goals.

Competence in the teaching profession is a combination of the mastery of knowledge, skills, values, and attitudes that are reflected in the habit of thinking and acting in carrying out their duties or work [5]. In Law of Government of Republic Indonesia No. 14 of 2005 on Teachers and Lecturers Chapter I, Article (1) point (10) explained that competence is a set of knowledge, skills, and behaviors that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties. Competencies that must be owned by a teacher in carrying out his profession are pedagogic competence, personality competence, social competence and professional competence gained through professional education.

In today's era of globalization, education becomes very important. Provision of education that has owned a community will develop well, and no doubt the community is increasingly qualified and able to compete in a competitive era of competition is getting tighter and harder in various angles of life activities.

The indicator of the low quality of education of Indonesia is more concerned with the Ministry of Youth and Sports data which states that as many as 37.06 percents of Indonesian youth only graduate Elementary School (SD). Of the 217 million population of Indonesia, the number of youth is estimated at 97 million people.

However, there are two kinds of Object education, namely material objects and formal objects. What is meant by the object of the material is the material or the object that are the educated learners. While the formal object is what is formed (to form) by education. The formal object of education is the visible, felt, experienced, and expressed phenomena in everyday human life, as agreed by Langeveld and Dwiyarkara.

DISCUSSION

Teacher's Social Competence

Competence according to Usman [6], is something that describes a qualification or ability of a person, both qualitative and quantitative. This sense implies that that competence can be used in two contexts, namely: *firstly*, as an indicator of ability that shows to observed actions. *Secondly*, as a concept that includes cognitive, affective and psychomotor aspects as well stages of its implementation as a whole. According to Buchari Alma [7], social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment. A teacher should seek to develop communication with the parents of the learners in order to establish sustainable two-way communication. With the two-way communication, learners can be monitored better and can develop the character more effectively as well. Suharsimi [8] also gave his argument about social competence. According to him, social competence must be owned by a teacher, in which the teacher must have the ability to communicate with students, fellow teachers, principals, and the surrounding community.

Social competence is the ability of teachers as part of the community to communicate and get along effectively with learners, fellow educators, education personnel, parents/ guardians of learners, and the surrounding community. This is further elaborated in the RPP (The design of the learning process) on teachers, that social competence is a teacher's ability as part of a community that at least has the competence to:

- Communicate orally, in writing, and in gestures.
- Uses functional communication and information technology.
- Associate effectively with learners, fellow educators, education personnel, and parents/guardians of learners.
- Associate politely with the surrounding community.

Social competence according to Slamet cited by Syaiful Sagala [9] in his ability of professional teachers and educational personnel consist of sub-competence these are:

- Understand and respect differences and have the ability to manage conflict and conflict.
- Conducting harmonious cooperation.
- Building teamwork (teamwork) is a compact, intelligent, dynamic and lively
- Implement communication effectively and fun.
- Have the ability to understand and internalize the environmental changes that affect their duties.
- Has the ability to subdue itself in the value system prevailing in the community.
- Implement good governance principles.

Tabel-1: Social Competence

No	Master's Core Competencies	Competence of Primary School Teachers
1	Mastering the characteristics of learners from the physical, moral, social, cultural, emotional, and intellectual aspects.	<ol style="list-style-type: none"> 1. Understanding the characteristics of learners of SD/MI age related to physical, intellectual, social, emotional, moral, socio-cultural background 2. Identify potential learners of SD/MI age in elementary/MI. 3. Identify the initial capability of primary school-age participants in five primary/junior high school subjects. 4. Identify the difficulties of primary school/MI students in five SD/MI subjects.
2	Mastering learning theories and learning principles that educate	<ol style="list-style-type: none"> 1. Understand the various learning theories and educational learning principles related to the five subjects of SD/MI. 2. Applying creative approaches, strategies, methods, and learning in five subjects SD/MI. 3. Adapting thematic learning approaches, especially in the early grades of SD/MI.
3	Develop a curriculum related to the subjects / areas of development that are experienced	<ol style="list-style-type: none"> 1. Understand the principles of curriculum development. 2. Determine the target of five subjects SD/MI. 3. Determining experience to achieve the goal of five subjects SD/MI. 4. Select the five subject matter of SD/MI related to the learning experience and learning objectives. 5. Organize the learning materials correctly in accordance with the chosen approach and characteristics of learners of SD/MI age. 6. Develop assessment instrument indicators.
4	Organize educational learning	<ol style="list-style-type: none"> 1. Understanding the principles of learning. 2. Develop components of the learning design 3. Compile a complete learning plan, both for activities in the classroom, in the laboratory, or in the field. 4. Using learning media in accordance with the characteristics of learners and five subjects SD/MI to achieve the goal of learning as a whole. 5. Take transactional decisions in five subjects SD/MI according to the developing situation.
5	Utilizing information and communication technology for the benefit of learning	<ol style="list-style-type: none"> 1. Utilizing information and communication technology to improve the quality of educational development activities.
6	Facilitate the enlargement of potential learners to actualize various potentials	<ol style="list-style-type: none"> 1. Provide various development activities to encourage learners to achieve learning achievement optimally. 2. Provide various learning energies to actualize the potential of learners, including creativity.
7	Communicate effectively, empathically, and well-mannered with learners	<ol style="list-style-type: none"> 1. Understand the various strategies of communicating effective, empathetic and polite, both oral and written. 2. Communicating effectively, empathically

		and courteously, with learners with distinctive language in cyclically constructed learning interactions from: (a) preparing psychological condition of learners; (b) providing questions or assignments as invites to learners to reproduce, (c) the response of learners, (d) teacher's reaction to the learners' response and so on.
8	Conduct assessment and evaluation of learning processes and outcomes	<ol style="list-style-type: none"> 1. Understand the principles of assessment and evaluation of processes and learning outcomes with five categories of five primary school/MI. 2. Determine aspects of process and learning outcomes that are important to be assessed and evaluated in accordance with the five subject criteria of SD/MI. 3. Determine the process of assessment and evaluation of processes and learning results. 4. Develop assessment and evaluation tools of processes and learning outcomes. 5. Administering process assessments and learning outcomes on an ongoing basis using various instruments. 6. Analyze the results of process assessments and learning outcomes for various purposes. 7. Evaluate process and learning outcomes.
9	Utilizing assessment and evaluation results for learning purposes	<ol style="list-style-type: none"> 1. Using information assessment and evaluation results to determine learning mastery. 2. Use information evaluation and evaluation results to design remedial and enrichment programs. 3. Communicating the results of assessment and evaluation to the stakeholders. 4. Utilizing information on the results of assessment and evaluation of learning to improve the quality of learning.
10	Reflective take action to improve the quality of learning.	<ol style="list-style-type: none"> 1. Reflecting on the learning that has been done. 2. Utilize reflection results for improvement and development of five eyes of SD/MI. 3. Conducting classroom action research to improve the quality of studying five subjects for elementary/junior high school.

SD/MI= Elementary School/Madrasah Ibtidaiyah

Social competence itself can be understood as the ability of teachers to communicate and get along effectively with learners, fellow educators, education personnel, parents/guardians of learners, and the surrounding community. This is the ability of the teacher as part of the community, which at least has the competence to 1) communicate oral, written, and gestures, 2). Using information and communication technology functionally, 3) associate effectively with learners, fellow educators, education personnel, parents/guardians of learners, 4) associate politely with the surrounding community. In this social competence, there is a sub-competence, among which are: a teacher must be able to socialize effectively with learners, able to socialize effectively with educators and other education personnel, and the last is able to communicate effectively with parents/guardians of learners and the surrounding community [10].

Base on the research result of Chamim Rosyidi Irsyad et al, They blamed that of the three schools of Surabaya City area, the teacher's social competence is lacking in implementing aspects of indicators of teachers' social competence indicators. The teacher in teaching in front of the class is the embodiment of interaction in the communication process, and over all they concluded that the teacher's social competence in the school area in Surabaya City is (1) inclusive, objective, and non-discriminatory, i.e. being inclusive and objective towards learners, peers and the surrounding environment in carrying out learning; Not discriminatory toward learners, peers, parents of learners and the school environment because of differences in religion, ethnicity, gender, family background, and socioeconomic status; (2) communicative, empathic, and polite, communicating with peers and other scientific communities in a polite, empathetic, and effective manner. Communicate with parents and learners of the community politely, empathically, and effectively about the learning program and the progress of learners. Includes parents of learners and the community in learning programs and in overcoming learners' learning difficulties; (3) adaptative, onsite duties that have socio-cultural diversity, i.e. adapt to workplace environment in order to increase effectiveness as educator, including understanding local language. Implementing various programs in the work environment to develop and improve the quality of education in the area concerned; (4) communicating with the profession communities themselves and other professions orally and in writing or other forms, i.e. communicating with peers, scientific professions, and other scientific communities through various media in order to improve the quality of education.

Meanwhile, Gumelar and Dahyat [11] refers to the opinion of the Asian Institute for Teacher Education, explaining that the teacher's social competence is one of the power or ability of teachers to prepare learners to be good members of the community as well as the ability to educate, guide people in the face of life in which will come. To be able to carry out social role, teacher must have competence which include: (1) normative aspect of education, that is to be a good teacher, not enough hung to talent, intelligence and skill only, but also have good intention so that this linked with norm Which is used as the basis for performing their duties; (2) consideration before choosing teacher's office; And (3) have programs that lead to improving community progress and educational progress . Johnson was quoted as saying Anwar (2004: 63) suggests social skills include the ability to adapt to the demands of work and the surrounding environment when carrying out his duties as a teacher

The teacher's social competence is an attitude of willingness and willingness to provide community service through his professional work to achieve the goal of religious education. Where social competence is related to the ability of the teacher as a social being in relation to others, who are expected to be able to work together, have politeness in my role, be able to communicate and have empathy towards others. The teacher's social competence as part of the school organization has an obligation to carry out a series of tasks in accordance with the functions to be performed. As a PBM manager, teachers are obliged to provide services and connect with their students, especially in classroom learning activities. High quality education is needed in order to create a society that is intelligent, peaceful, open, democratic, and competitive. This in turn will improve the welfare of society as a whole. The curriculum improvements are carried out responsively to the application of human rights, democratic life, globalization, and regional autonomy.

Extracurricular Skills

According to Djokosantoso Moeljono [12], the skills of humanity in the sense of the ability to transfer into practicable and applicable knowledge. Proficiency according to Indonesian Dictionary (KBBI) [13], is the ability or skill to do something. The Ministry of National Education divides life-skills into four types: Life skills education is education programmes that provide *personal skills*, *social skills*, *vocational skills*, and *intellectual capacity*, for preparing for work or to become self-employed [14].

Self-knowledge is basically a self-appreciation as a creature of God Almighty, a member of society and citizen, and realizes and appreciates the advantages and disadvantages owned, as well as become as capital in improving himself as an individual who benefits themselves and the environment. Rational thinking skills include, among other things: the ability to dig and find information, information processing skills and make decisions and creative problem-solving skills. To defend the society, there needs to be a boost from outside parties or conditioning to develop the potential that exists in each individual, in the sense that the skills given should be based on learning skills (learning skills) [15].

Social skills or interpersonal skills include communication skills with empathy and cooperative skills. Empathy, understanding attitude and the art of two-way communication, need to be emphasized because that is meant to communicate not just deliver the message but the content and arrival message accompanied by a good impression that will grow a harmonious relationship. Social skills can include communication skills, anger management, and conflict solutions, friendship situations and co-workers and roommates.

Academic skills which are often also called the ability of scientific thinking is basically the development of rational thinking skills are still general, academic skills are more directed to the activities of academic/scientific. Academic skills include the ability to identify variables and explain their relationship to a particular phenomenon

(identifying variables and describing relationship among them), to formulate hypotheses to a sequence of events (constructing hypotheses), and to design and conduct research to prove something of an idea or curiosity (designing and implementing a research).

Vocational skills (VS) are often referred to as "vocational skills", which means skills associated with a particular occupational field in society. It should be realized that in the real-life world, between general life skills (GLS) and specific life skills (SLS) i.e. between self-knowing skills, rational thinking skills, social skills, and academic skills and vocational skills do not function separately, exclusively separate.

Extracurricular activities are additional activities outside the existing program are generally activities of choice. Out-of-school educational activities to assist the development of learners according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or educational personnel who are capable and authorized in the school/madrasah. On the other side, Extracurricular activities are activities conducted outside the classroom and outside the lesson (curriculum) to cultivate the potential of human resources possessed learners both related to the application of knowledge obtained and in a special sense to guide learners in developing the potential and the existing talent in itself through mandatory and optional activities.

Development of learners or management educated (learners) is one of the operational areas of school development of learners is the arrangement and arrangement of activities related to learners begin to enter until out of school. The development of learners is not only in the form of recording but covers a broader range of aspects that can be operationally assisted in the optimal growth and personal development of learners.

Meanwhile, according to a large dictionary of Indonesian Extracurricular is an activity that is outside the program written in the curriculum such as leadership training and student coaching. So it can be concluded that extracurricular activities include all activities in schools that are not regulated in the curriculum. Some of the extracurricular activities are coordinated and implemented by the Intra School Student Organization (OSIS). Extracurricular Spiritual Islam (ROHIS) Extracurricular ROHIS is a group of people or groups of people or a particular container and to achieve the same goals or ideals in the body of spirituality so that people who are incorporated in it can develop themselves based on the concept of Islamic values and get spiritually. One example of the movement carried out extracurricular ROHIS calling on good and preventing to evil, as the word of Allah SWT. As Sumadi argues about extracurricular [16], for example, many schools are dismissing their students on Saturdays, whereas Saturday is the perfect time to perform (extracurricular), such as sports, arts, and music.

In Nikki Wilson's Research Paper [17], He quoted to review that Benefits of extracurricular Participation, "When looking at the variety of out-of-school options students may choose, it is important to consider how connecting with an activity might benefit them. It has been suggested by Eccles [23], that participation in voluntary, school-based, extracurricular activities increase school participation and achievement (cited in Mahoney *et al.* in press). This happens because it facilitates: a) the acquisition of interpersonal skills and positive social norms, b) membership in pro-social peer groups, and c) stronger emotional and social connections to one's school. It then stands to reason that participation may contribute to an increase of wellness in mental health, improved students' engagement in school and achievement, strengthen their long-term educational outcomes and find that participation may decrease problem behaviors". And then He summed up his research that one example on a benefit is a positive association between participating in various forms of physical activities and positive self-perception [23]. Other benefits of participating in extracurricular activities included having better grades, having higher standardized test scores, higher educational attainment, attending school more regularly, and having higher self-concepts (Brown, n.d.). Participants in out-of-school activities can learn skills such as teamwork, leadership skills, and can decrease the likelihood of being involved with problem behaviors. The majority of the literature studied stated that those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school [18].

On the contrary, potential negative impact of extracurricular participation, He added that [19], "When considering how extracurricular activities impact students, mention should be made regarding potential negative impact of participation in out-of-school activities. Reeves [24] determined that parents and teachers might fear students may lose their focus on academics when they become too busy with out-of-school activities. Attending too many rehearsals, practices, and meetings may cut into homework time. When students get overscheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class". In his research conclusion [20], another key point that was found in the literature pertains to the negative effects that take place from being over-involved in extracurricular activities. The main idea from the literature indicated that some studies found that there was an increase in the likelihood that those who participated may have greater rates of alcohol use and illicit drug use depending on the school climate. Another concern from the literature was that extracurricular activities can lead to students being overscheduled. Some parents of these students can push the envelope too far and enroll their children in

activities that kids do not want to be involved in. Overscheduled children may be tired, irritable and show little interest in participation. Over scheduling too many physical activities may result in some students pushing themselves too far with the potential of having a serious sports-related injury. At this critical age of physical development, students need time for relaxation and recovery from intense athletic training.

From the above understanding can be concluded that extracurricular abilities are knowledge skills in following additional material education activities held outside subjects that aim to develop the potential of learners towards the better. Thus the students' extracurricular activities are additional activities outside of religious school activities.

Tabel-2: Extra Basic Curricular Activities Type

NO	THE RELIGION	SPORT	ART
1	Tahfidzul Qur'an (memorizing the Qur'an)	Foot-ball	Drawing
2	Arabic	Volley ball	Paint
3	Azan (call to prayer)	Badminton	Dance
4	Calligraphy	Chess	Sing
5	Lecture / Speech	Silat (martial art)	Weaving
6	Tahsin	Athletics	Paste

Data source: SDIT At Taubah Batam City

CONCLUSIONS

Based on the data, the researchers found that the teachers' social competence is the most important concept in establishing a communication between teacher and principal, between teacher and teacher, between teacher and student, between teacher and student's parent as well as between teacher and community. While extracurricular competency is the skills of knowledge in following the additional material education activities held outside subjects that aim to develop the potential of learners towards the better. So the students' extracurricular activities can encourage their additional activities through outside of school activities such as religious, sporting and artistic and others.

The school educates students to be smart if they have a teacher who has the competence in their respective fields. If the teacher already has the competence then the student relationship with the teacher goes well, the achievement will also be good. Social competence is needed by a teacher because every day teachers teach knowledge to their students. Therefore the only teacher should learn a lot in communicating to be clear and cautious. The calm soul encourages morals, thinks positive and has a firm stand. Extracurricular is to shape the characteristics of students in school, the main goal is that students get better behavior, have positive activities and form a good man.

SUGGESTION

Based on the results of this study can be formulated research advice as follows. Firstly, Head of Riau Islands Provincial Education Department, especially in Batam City is not only to determine the strategy in improving teacher performance in competency ability, good facilities, and infrastructure but is to support the improvement of social competence of teachers and students as well. By having the social competence is expected teachers can improve performance and provide benefits for students; Secondly, Principal of primary school/Madrasah to be able to encourage and improve the performance of teachers in education programs by carrying out extracurricular activities so that children will benefit all students and form a good personality and make a child who has a reliable endurance.

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