MODEL OF DEMOCRATIC/AUTHORITATIVE PARKING OF LECTURERS IN DEVELOPING STUDENT ACADEMIC-LEADERSHIP POTENTIALS

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Abstract	This research aims to explain the democratic parenting model of INSURI Ponorogo lecturers in developing the academic-leadership potential of female students who become foster children. This research is qualitative with a case study approach. In this case, the researcher describes the parenting style of INSURI Ponorogo lecturers to female students appointed as foster children. Can this parenting style develop students' academic leadership potential or not? As a case study research, the population and research sample totaled five lecturers and twenty foster students affiliated with INSURI Ponorogo. The research data is in the form of parenting activities of lecturers toward female students. Sources of data were obtained from lecturers, students, and documentation. Observation, interviews, and documentation carried out research data collection techniques. In comparison, data analysis is done by data reduction, presentation, conclusion, and verification. The study results show that the activities of democratic/authoritative parenting styles carried out by lecturers for female students are different. Parenting style leads to developing academic potential, responsibility, leadership, educational, social, and economical, such as guiding, involving community organizations and student organizations, entrepreneurship, and deepening religious knowledge. The democratic parenting model of INSURI Ponorogo lecturers is bearing fruit. It has been proven that some female students who experience this parenting style have achieved good academic achievements and leadership skills.
Keywords	Democratic/ Authoritative Parking, Lectures, Academic-Leadership

INTRODUCTION

The importance of parenting for children is an insāniyyah nature that every parent must carry out for their children. Religion (QS. 19:16) has ordered parents to educate and raise children lovingly (YDSF, 2011). The great Muslim philosopher Al-Ghazzali also explained that educating children is the most important business and a priority for the journey of human life (Al-Ghazzali, 1888). Providing knowledge and morals to improve sāliḥ in carrying out religious orders and muamalah. An activity that is highly commendable for the sake of human sustainability in the present and the future.

The activity of "educating," according to the researcher's opinion, has a meaning similar to "taking care of." Two terms have the same material object, namely change for humans. Along the way, parenting activities or parenting patterns are being studied by several scientists. In principle, parenting is parental control of parents in educating, guiding, and accompanying their children to carry out their duties toward adulthood (Baumrind, 1967). Furthermore, Baumrind (1967) focuses on the mentoring process toward maturity. Because children's adult attitudes can be formed through mentoring, not standing alone (Baumrind & Black, 1967). Baumrind's (1967) idea aligns with the principle of behaviorism, which states that children's maturity can be shaped by the things around them, including the family (Skinner, 2011).

Parenting activities are not just for children but can be done for teenagers and adults. But there is a slight difference. If parenting focuses more on forming attitudes and personalities, parenting for adolescents is more faced with real problems that will find a solution. Assistance toward adulthood in perspective can interact with crucial issues that these adolescents must resolve (Rogers, 1951a). Assistance toward adulthood (Baumrind, 1967) perspective can interact with crucial issues that these adolescents must resolve (Rogers, 1951a). Teenagers cannot learn under pressure. They only need a facilitator to strengthen themselves (Rogers, 1951b). In this activity, teenagers need more democratic/authoritative parenting. Parents can encourage adolescents to behave independently, but parents still place limits and control over their actions (Baumrind, 1967).

The phenomenon that researchers encountered was the parenting pattern of parents (lecturers) to adolescents (students) on the INSURI Ponorogo campus. Some of the things that were considered by the research were: First, it was found that several INSURI female students decided to become foster children of INSURI Ponorogo lecturers because of their family background, economy, and other reasons. Second, caring lecturers are obliged to meet all the needs of female students and

finance their studies until they are finished. Third, lecturers carry out democratic/authoritative parenting because lecturers have the perception that female students have entered adulthood. Fourth, the status of foster students has a domestic obligation towards the cleanliness of the lecturer's residence and the care of the lecturer's children.

These four phenomena reduce some positive problems. Some foster students are achieving quite good academic achievements. Community and student organizations are also involved and do not interfere with their domestic obligations. Students receive additional educational guidance through their coursework. The positive impact of being a foster child also reaps negative problems, such as forcing the energy and thinking of female students. They must properly allocate their time for academic, organizational, and domestic responsibilities. Not to mention those tasked with caring for the lecturer's biological children. Of course, it takes time. So that several foster students are on ups and downs because they don't feel comfortable, are tired, or for other reasons. Some chose to stay because there was no financial income to meet their academic and personal needs, they did not have a place to live, and they still needed educational guidance from lecturers.

The existence of foster students who achieved good academic achievements on campus made a separate researcher's note. Some of them also have good leadership skills thanks to participating in community organizations and student organizations. Perseverance in honing one's potential must be balanced with the role of the lecturer who meets with him every day. According to the researcher's opinion, so far, several lecturers who take care of female students are currently providing very democratic guidance. Guidance activities include academic guidance, discipline, responsibility, and leadership. Lecturer status as a facilitator. This means giving freedom to female students to behave independently, but lecturers still place boundaries and control over their actions. So according to the researchers, this parenting and lecturer guidance model is worthy of further research.

Related studies (Candrawati, 2019) show a positive relationship between perceptions of democratic parenting and student adjustment. It was found that there was a positive relationship between perceptions of self-concept democratic parenting with collective self-adjustment to students in the Malinau district majoring in nursing, environmental health, nutrition, nursing, and dental health analysis at the Yogyakarta Ministry of Health Polytechnic. Research (Chotimah & Nurmufida, 2020) shows a significant negative effect of self-regulated learning on student academic procrastination. Then found a significant negative impact of authoritative parenting on academic

procrastination. Research (Sary & Damayanti, 2019) shows a meaningful relationship between emotional intelligence and democratic parenting with adaptive coping strategies. Further research (Siregar, 2006) with the result that there are several achievement motivations for students in terms of parenting, and finally, research (Palupi & Wrastari, 2013) result that there is a correlation between achievement motivation and perceptions of parenting parents with the learning achievement of class psychology students 2010 Airlangga University Surabaya.

These five studies explain a positive relationship between democratic/authoritative parenting and self-regulated learning on student academic achievement. Democratic/authoritarian parenting with adaptive coping strategies can also improve students' emotional intelligence. But not all have a positive impact. The democratic/authoritative parenting model can also hurt student academic achievement. This means this parenting model can affect two sides, positive and negative. From some of these studies, the researchers reduced that parents generally took over parenting styles, and a model of teacher parenting still needed to be found so that this research could be carried out further.

This study aims to describe the democratic/authoritative parenting model of lecturers in developing the academic-leadership potential of foster students at INSURI Ponorogo. From a theoretical perspective, this study has significance for developing discourse on parenting in a psychological frame and its impact on the development of adolescent academic potential. Then, from a pragmatic perspective, this research was carried out so that it becomes a follow-up research with a similar theme, a discourse for the formulation of lecturer policies in implementing parenting for students, and student considerations in finding foster parents.

METHOD

This research is qualitative with a case study approach. Researchers describe social phenomena in depth to the research object (Creswell, 2010). In this case, the researcher explained the wonder of the parenting style of the INSURI Ponorogo lecturers to female students who were adopted as foster children. Can this parenting style develop student academic-leadership potential or not? As a case study research, the population and research sample totaled five lecturers and twenty foster students affiliated with the INSURI Ponorogo campus. The research data is in the form of parenting activities of lecturers toward female students. Sources of data were obtained from lecturers, students, and documentation. Observation, interviews, and documentation carry out data

collection techniques. Researchers observed the INSURI campus and several points where lecturers and students live. Observations were carried out for a duration of one month, starting from April to May 2023. The interviews were conducted by appointing lecturer respondents as foster parents and foster students. Meanwhile, the documents used as research data are in the form of student academic achievement results-leaderships, and lecturer parenting activities. Data analysis techniques were done through data reduction, presentation, conclusion, and verification, in line with the idea (Moeloeng, 2011). The researcher reduced the activity data of lecturers' parenting to female students at home and on campus. From these data, the researcher reduced data that specifically shows the model of democratic/authoritative parenting of lecturers to female students. The research data presented are then analyzed critically dialectically with parenting theory, educational theory, and organizational theory.

FINDINGS AND DISCUSSION

Findings

The results of investigations and interviews with twenty foster students regarding the status of being foster children for INSURI Ponorogo lecturers resulted in various reasons that students considered to decide to become foster children during the lecture process at INSURI Ponorogo. The reasons they convey are as the researchers present in the chart from Figure 1 below.

Figure 1. Perceptions of INSURI Ponorogo Students to Become Foster Children
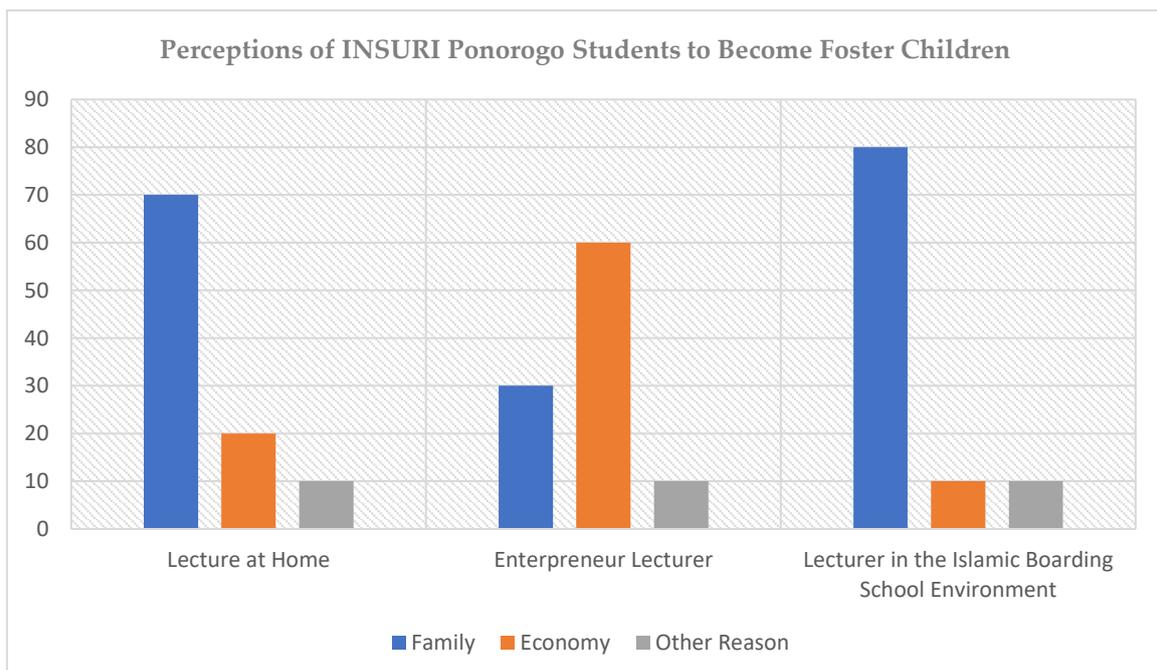
Source: interviews with twenty students who are foster children

The chart in Figure 1 explains the perceptions of INSURI Ponorogo female students in deciding to become foster children for lecturers. Female students consider two main reasons for choosing to become foster children for INSURI lecturers. First, family reasons. The educational background of the family and community environment is the main reason female students become foster children while studying at INSURI. The average student comes from the suburbs of the Ponorogo district, such as Ngrayun, Sooko, Sawoo, Pulung, and Pudak sub-districts. The educational level of their parents, on average, only ends with basic education, so the awareness and responsibility of parents to prioritize their children's education is still low. Not to mention the added factor of family heredity, some of which have a mental illness.

Second, economic reasons. The family's financial background brings bad luck for female students to get higher education. They decided to leave their homes and migrate to the city to get a higher education even though they had to serve others. The disappointment of having a less well-established family economic background makes female students have to be willing to part with their families. They assume their fate will be the same as their families if they do not receive further education. On average, their parents work odd jobs at home with erratic incomes, even if they earn only enough to eat and meet their daily needs.

Third, another reason. Some female students gave other reasons for choosing to become foster children to lecturers while conducting lectures at INSURI Ponorogo. Various reasons include training mentality, personality, and responsibility to others. There are also reasons to save on food, transportation, and housing costs. By becoming a foster child, the lecturers will meet all academic and logistical needs.

Suppose viewed from the residence of the lecturer. Lecturers who live at home have foster children by 70% for family reasons. Then 20% for economic reasons, followed by 10% for other reasons. In contrast to lecturers who become entrepreneurs. 30% of female students become foster children for family reasons. Then 60% for economic reasons, and 10% for other reasons. The status of a lecturer who owns a business is increasingly attracting female students to become his foster children because they will get additional income by working part-time. In comparison, lecturers who live in Islamic boarding schools have 80% of foster children for family reasons. Most female students' families entrust their children so they can study at Islamic boarding schools while studying at INSURI. Then 10% foster children for economic reasons and other reasons.

The various reasons for female students, as shown in chart one, also make lecturers determine appropriate democratic parenting activities. The competence and character of foster students are different, so the parenting activities carried out by lecturers are also different because they adjust competence, nature, and place of residence. Several democratic parenting activities were found by INSURI Ponorogo lecturers for foster students. Some of this is an obligation of lecturers who have taken female students as foster children. This is explained in Table 1.

Table 1. Democratic Parenting Pattern of INSURI Ponorogo Lecturers for Foster Children

No.	Activity	Purpose	Description
1.	Academic Guidance	Develop academic competence	Lecturers provide academic guidance regarding student assignments on campus.
2.	Involve youth organizations Karangtaruna	Improving Patterns of social interaction and Leadership	Lecturers invite female students to join youth organizations in the environment.
3.	Include youth in the mosque	Improve ways of social interaction and leadership	The lecturer directs female students to participate in becoming mosque youth in the environment.
4.	Provide space to guide children's learning	Improving the academic and educational competence of female students	The lecturer gave the student the task of being a tutor for elementary school children at his home.
5.	Giving responsibility for homework (domestic tasks)	Increase the attitude of responsibility to oneself and others	Lecturers are responsible for domestic tasks, which are the obligations of female students.
6.	Provide opportunities to become personal assistants	Improving academic competence and commitment of female students	Some lecturers choose female students to become personal assistants to help teach, research, and serve the community.
7.	Involve female students to work	Increase the philosophy of responsibility and increase income	Some lecturers with businesses involve female students working part-time, such as selling or sewing.
8.	Providing religious guidance in the form of memorizing the Qur'an	Improving the academic competence of female students	Some lecturers from Islamic boarding schools provide opportunities for female students to memorize the Al-Qur'an.

Source: observation and interviews with five INSURI Ponorogo lecturers

From Table 1, it is explained that most of the INSURI Ponorogo lecturers take foster students to help with work at home. Parenting implemented by lecturers leads to democratic/authoritative parenting, which provides opportunities for female students to develop their academic potential, responsibility, leadership, educational, social, and economical.

The interpretation of the data in Table 1 at least leads to three typical INSURI lecturers in terms of where they live. First, lecturers who live at home. Second, lecturers who have businesses. Third, lecturers who live in Islamic boarding schools. These three types of lecturers are very different in carrying out democratic/authoritative parenting activities for foster children. Lecturers who live

at home can provide academic guidance, involve female students in environmental organizations such as youth organizations and mosques, and give domestic assignments. Meanwhile, lecturers who own businesses can provide opportunities for female students to become tutors and work part-time, besides giving academic guidance and domestic jobs. Then lecturers who live in Islamic boarding schools can be more intense in guiding student academics, providing opportunities to study religion, including memorizing the Qur'an and domestic tasks that are their responsibility.

Various forms of democratic/authoritative parenting activities, as shown in Table 1, can explicitly help female students to develop their potential. Students can learn intensely from lecturers if they struggle to complete college assignments. Female students can study social organizations. There they will encounter the complexity of social problems and seek solutions. Students can learn to be entrepreneurs by looking at the business system owned by the lecturer and not just getting rewards or salaries. Then female students can also deepen their religious knowledge by memorizing the Al-Qur'an.

Discussion

A psychologist (Baumrind, 1967) explained that the parental control process of parents or educators who guide their students is categorized as parenting. Parenting can optimize the role of children to be more active, develop, and learn in solving life's problems. Children can grow and develop according to family and environmental conditions (Johnson, 2005), including children who are already teenagers. They can solve life's problems by what was previously accepted (Piaget, 1954). The form of a child's misbehavior, when he reaches adulthood can be assumed as a form of failure in the educational process and parenting style. In psychology, the growth and development of children as teenagers are not limited to one factor (Cole, 2005). Especially now that teenagers are dealing with popular culture. Several studies have said that children's growth and development become faster when they experience a lot of interaction with external elements.

When the growth and development towards adulthood have moved, at least a democratic/ authoritative parenting style can be the right solution. This parenting style makes demands on the child while being responsive to the child's will and will, as deepened by the INSURI student who has the status of a foster child. Some of them feel very democratic guidance. Lecturers as foster parents provide intensive advice on the personality of female students in the form of academic recommendation, responsibility, leadership, educational, social, and economical. Lecturers carry out various guidance activities through student considerations. Not absolute and the authority of the

lecturer. So that the lecturer can determine the priority scale of guidance, so are female students. They can convey persuasive ideas that are prioritized according to the desired goals. Lecturers and students very easily accept this democratic behavior.

Furthermore, lecturers always consider female students' physical and mental conditions in carrying out student care activities. Lecturers sometimes provide arrogant and authoritarian guidance that students must carry out. Lecturer democratic parenting activities in academic aspects, for example, encourage female students to search for research materials relevant to coursework. From the results of research searching, lecturers discuss with students the advantages and disadvantages of the research and then pour it into student assignments. In pedagogy, female students can apply the knowledge gained on campus by tutoring children, likewise in the field of leadership. Lecturers provide opportunities for female students to continue establishing social interaction with the community through community and student organizations. Students can learn to solve problems according to the provisions they have.

The parenting model initiated by (Baumrind, 1967) is in line with the idea (Hurlock, 1925) that parents can provide optimal guidance to children in a warm manner. The democratic pattern is not always through discussion activities. Parents can reward disciplined children and provide punishment for indisciplined children. Furthermore (Hurlock, 1925) emphasizes parents be role models for their students so that children can inspire the attitudes and behavior of parents. Children aware of their needs can more easily determine their orientation (Piaget, 1983). Children raised with a democratic pattern can look more mature, independent, cheerful, able to control themselves, achievement-oriented, and handle stress well (Baumrind, 1967). Because, in principle, this parenting style is more oriented towards exploring the child's potential according to his wants.

The democratic/classic pattern of the INSURI Ponorogo lecturers produced significant results. At least twenty female students who have become foster children have achieved good academic achievements. This is marked by an increase in the Semester Achievement Index (IPS). Several female students were also recruited to become teaching assistants to help teach, research and serve the community. Then in terms of leadership, several female students are becoming administrators in community and student organizations. Some of them joined the Student Activity Unit because they received encouragement from the lecturers. Some were also sent out of town to represent their campuses. Every organization that female students join is very beneficial for developing self-skills in the future. Maybe they need to realize how important it is to join the

organization.

Democratic parenting activities to develop students' academic and pedagogical potential are a form of democratic education, in line with the ideas of Dewey (1916). He gives freedom to each student to learn according to his wishes. The teacher is only a facilitator. This is evidenced by the academic guidance model implemented by INSURI Ponorogo lecturers for foster students. They give freedom to female students to study according to their wishes, which is important according to their college assignments on campus. Then in terms of leadership, at least female students have started organizing from small things. They learn to formulate the four elements of the organization from planning, organization, coordination, to supervision, in line with Fayol's organizational theory (2016). These four elements are formed for a specific purpose (Stephen P. Robbins, 2011). Every corporate action INSURI students follow leads to a certain goal.

Several related studies, such as (Saya, 2020), state that parenting and disciplined learning can improve children's academic achievement. Then research (Ayun, 2017) says a significant relationship exists between parenting methods in shaping a child's personality. Then research (Riyanti, 2018) explains the development of the social character of children and adolescents based on parenting models. From the three studies, it means that the researcher has not given an antithesis. It is a fact that democratic parenting styles can develop students' academic and leadership potential. This is based on the relationship between female students to create their potential according to their wishes. Not what the lecturer wants. Those who wish to achieve what is planned can discuss it with lecturers, and lecturers can become partners in achieving this plan.

CONCLUSION

A number of female students decided to become foster children of lecturers while studying at INSURI Ponorogo for reasons of family, economy, and other reasons. Some female students become foster children for lecturers who live at home, lecturers who own businesses, and lecturers who live in Islamic boarding schools. So the democratic/authoritative parenting activities carried out by lecturers are very different. The parenting style implemented leads to developing academic potential, responsibility, leadership, and educational, social, and economic development. This is done by guiding, involving community organizations and student organizations, involving entrepreneurs, and deepening religious knowledge. The democratic parenting model of INSURI Ponorogo lecturers is bearing fruit. It has been proven that several female students who received

this parenting style have achieved good academic achievements and leadership skills.

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