Research Paper

Influence of Intrinsic Motivation and Parenting Style on Stability Personality of College Students at Defense University

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Abstract

This study examines the influence of intrinsic motivation and parenting style on personality stability among students at the Defense University. Personality stability is a crucial component in shaping resilient, consistent, and adaptive character, especially in a military educational environment that demands a high level of discipline. Intrinsic motivation is defined as the internal drive to engage in activities perceived as meaningful, enjoyable, and challenging. Meanwhile, parenting style, whether delivered by regimental caregivers or peer mentors (senior cadets), plays a vital role in shaping the attitudes and behaviors of students. Emotional stability reflects an individual's ability to process and express their emotions in a manner consistent with their developmental stage. This research employed a quantitative approach using a multiple linear regression design. The population consisted of 250 students, with 153 active students selected as the sample. Data were collected using a Likert-scale questionnaire that measured the variables of intrinsic motivation, parenting style, and personality stability. The findings revealed that intrinsic motivation and parenting style simultaneously significantly influence personality stability, with a standardized coefficient of 0.83 and a t-value of 18.59. Intrinsic motivation alone had a significant effect, with a coefficient of 0.71 and a t-value of 12.29, whereas parenting style had a significant effect, with a coefficient of 0.18 and a t-value of 3.23. These results reinforce the importance of autonomy, competence, and relatedness, and support the two-dimensional parenting theory. The study also highlights the significant roles of permissive and authoritarian parenting styles within the military university context. This research provides theoretical contributions to the development of personality and motivation in higher education, particularly in military academic environments. The findings serve as a basis for institutions to design learning strategies and character-building programs that promote intrinsic motivation and support the development of a stable personality. This study also provides a foundation for future psychosocial interventions and initiatives aimed at enhancing student character.

Keywords: Intrinsic Motivation, Parenting Style, Personality Stability, Permissive and Military Style

INTRODUCTION

The eras of Industry 4.0 and Society 5.0 have undergone significant transformations, particularly in the fields of work and social interaction and advancements in technology and information. Space and time have become more efficient through digital platforms such as Zoom, Skype, Google Meet, and other communication tools that make distant interactions feel closer and more immediate.

One of the greatest challenges facing humanity today in the mindset the need to adapt and collaborate in order to fully understand and engage with the future. The biggest challenge in Industrial Revolution 4.0 is not merely technological change but also the ability to transform our way of thinking. A crucial aspect of transformation is the ability to think without limitations. To successfully adapt and compete in this era, the most vital transformation must occur not only in the realm of technology but also in human resources. The people must evolve to meet the demands

of a digital and interconnected future.

Personality is an individual's fundamental aspect that reflects relatively stable patterns of behavior, emotions, and ways of thinking over time. The stability of personality plays a crucial role in determining how a person adapts to their environment, builds social relationships, and responds to life's challenges. However, this stability does not emerge suddenly; rather, it is the result of a complex interaction between internal and external factors that begins in childhood and continues into adulthood.

According to Dewantara (1997), education is a process of guiding all the natural strengths within children so that they may achieve the highest levels of safety and happiness. The perspective emphasizes the importance of education as a means to holistically develop an individual's potential and intellectual aspects in moral, social, and emotional dimensions. Education should be able to guide children in recognizing and developing ethical and responsible individuals. Furthermore, through education, children are taught to value humanitarian and social principles, helping them become members of society with a strong character. Thus, the goal of education is not merely to produce academically intelligent individuals but to nurture whole human beings who can lead meaningful and beneficial lives for themselves and their communities.

According to Djumarah (2012), education is a key factor in shaping the character of each individual, playing an important role in determining whether a person develops a character based on normative standards. Educational institutions play a crucial role in developing a nation's education system and can continue to make significant contributions to the advancement of education.

The defense university is one of the higher education institutions that provides opportunities for the Indonesian National Armed Forces (TNI) and the general public to pursue education and gain deeper knowledge in defense science at the bachelor's, master's, and doctoral levels. With its establishment, the Defense University aims to cultivate future national leaders who possess strong character, critical thinking skills, and a deep sense of Indonesian nationalism. Additionally, the university strives to build character if its students become resilient, disciplined, and highly ethical individuals. Through a comprehensive curriculum and a dynamic learning environment, the Defense University prepares its graduates to actively contribute to safeguarding the nation's sovereignty and security. The institution is also committed to advancing innovation in the field of defense to meet the increasingly complex challenges of the global landscape.

The inauguration was officiated directly by the 6th President of the Republic of Indonesia, Susilo Bambang Yudhoyono, at the state palace, marking the Indonesian government's commitment to strengthening education and research in the field of defense. In line with its vision, Defense University aims to become a leading higher education institution in defense studies, producing outstanding, highly ethical graduates with broad insights to face global challenges. This vision reflects the defense university's commitment to becoming a center of excellence in defense science, providing high-quality education to prepare students as leaders and professionals in the defense and security fields. Through internationally standardized academic programs, the defense university continually strives to meet the nation's strategic needs and actively contributes to shaping national defense policies. The institution also plays a significant role in strengthening cooperation with various international institutions to enhance its students' capacity and competence.

Undergraduate students (Bachelor's degree/S1) at the defense university, known as "Cadets," currently total 1,555 cadets. From the first to the fourth year. Each level represents the cadets' academic and professional journey as they are being shaped into future professional leaders in the field of defense. The values of discipline, responsibility, and teamwork are also an integral part of the students' character-building process. Students are encouraged to develop strong

interpersonal skills and critical thinking abilities that will help them make decisions in complex situations. Through various academic and non-academic activities, they are trained to become individuals who are adaptable to changes and challenges. Moreover, this character development aims to produce graduates who are not only intellectually excellent but also possess strong personal character in every aspect of their lives.

The Defense University not only focuses on academic excellence but also places a strong emphasis on shaping students' character as one of the primary priorities in its educational process. The personality developed during college years has a significant impact on how students view and respond to academic challenges and daily life, and it plays a vital role in determining their future success. Through a holistic and integrated educational approach, the Defense University is committed to producing graduates who are not only intellectually outstanding but also possess strong moral values and integrity. This is achieved by combining high-quality academic learning with character and leadership development.

Pervin and Cervone (2010) stated that personality is the characteristic pattern of an individual that produces consistency in feelings, thoughts, and behaviors. According to Ngalim (1997), personality is the way an individual presents themselves to others, much like an actor expresses a character through a voice and a mask. This concept has evolved psychologically over time to define how individuals think, feel, and behave consistently across various situations.

Allport (1937) described personality as a dynamic organization within the individual of the psychophysiological system, which determines the individual's unique adjustment to this environment. According to Robins et al. (1998), personality focuses on the development and consistency that occur throughout an individual's life. Although personality tends to remain stable over time, they also emphasize that significant changes can occur, especially in the context of major life transitions, such as entering adulthood or experiencing important life events.

Robins et al. (1998), "Personality focuses on both development and consistency throughout a person's life." Although personality tends to remain stable over time, they emphasized that significant changes can occur, especially during major life transitions such as entering adulthood or experiencing important life events. Human personality is commonly categorized into five major dimensions, known as the Big Five Personality Traits. These include: Openness (willingness to experience new things), Conscientiousness (carefulness and diligence), Extraversion (comfort in social interactions), Agreeableness (ease in reaching agreement with others), and Neuroticism (ability to cope with stress and pressure).

The Big Five Personality Traits can be assessed in educational contexts, particularly in shaping cadet personalities at the Defense University. By understanding these personality dimensions, regimental supervisors and senior mentors can more effectively guide and develop the cadets' potential, helping them become more resilient, disciplined, and adaptive individuals. Proper personality management contributes to creating an environment that supports character development aligned with the institution's core values.

Bandura's (1997) perspective on personality theory differs from that of Robins et al. (1998). According to Bandura (1997), one's personality is shaped through interaction with the environment. Personality changes can occur across various social contexts, not necessarily during major life transitions, and may occur gradually through observation, imitation, and interaction with others.

According to Luthans (2011), intrinsic motivation arises when individuals perceive their work as meaningful and satisfying, offering opportunities for personal development and recognition of their efforts.

Hidayat and Tjahjono (2015) also emphasized that intrinsic motivation is the internal drive to be the best version of oneself, which is closely related to commitment and inner moral character.

Intrinsic motivation motivates individuals to grow and pursue personal goals without the need for external incentives. Individuals with high intrinsic motivation tend to show greater resilience despite challenges and difficulties because they are driven by internal satisfaction and a sense of personal achievement.

Gunarsa (2008) stated that the higher the intrinsic motivation, the stronger the individual's drive to achieve goals. Intrinsic motivation not only encourages individuals to set and achieve challenging goals and fosters a persistent and determined attitude. This enables individuals to remain motivated despite adversity, allowing them to achieve optimal results in various life aspects. Therefore, intrinsic motivation is a key factor in achieving sustainable performance and maximizing personal development.

According to Nini (2021), caregivers serve as surrogate parents who are responsible for nurturing, guiding, and educating children so that they can grow and develop properly. Although parents and caregivers essentially share similar responsibilities in raising children, the terms are used in different contexts. Parents are typically associated with family settings, whereas caregivers are more commonly found in institutional settings, such as educational institutions.

The parenting style of regimental caregivers to cadets is a major factor influencing cadet personality development, with each style possessing distinct characteristics. Baumrind (1991) identified four types of parenting styles: (a) authoritarian; (b) authoritative/democratic; (c) permissive; and (d) uninvolved. In practice, caregivers often apply a combination of these four styles, which are adjusted to suit the institutional environment. Caregivers may adopt an authoritarian approach to enforce strict rules and discipline while also acting wisely and democratically to create a parental yet friendly relationship with the cadets. At times, a permissive approach is employed to allow cadets the freedom to express themselves and innovate without excessive intervention.

The foster family system aims to strengthen cadets' bonds and shape resilient and adaptive personalities capable of facing future challenges. Senior cadets (mentors) serve as guides and role models, whereas junior cadets are encouraged to learn and grow under their mentorship and support. This relationship fosters the development of strong character, discipline, and responsibility, key qualities for every cadet.

The regimental caregivers and senior cadets' attention, exemplary conduct, and discipline provide cadets with a foundational asset to navigate various challenges and dynamics during their education at the Defense University. Interactions between cadets create intense social relationships. Some cadets show resistance to emerging social dynamics; however, this diversity fosters communication skills, empathy, and tolerance. The dormitory environment teaches responsibility, time management, and independence in daily routines. Cadets learn to appreciate diverse perspectives and ways of thinking, crucial traits for developing inclusive leadership attitudes.

Regimental caregivers and senior cadets play vital roles in ensuring that cadets are adaptable. Caregivers are responsible for providing guidance and supervision to ensure orderly dormitory life under institutional rules. Senior cadets act as role models and mentors, offering support during challenges. They serve as sources of inspiration and motivation in such situations, helping cadets overcome difficulties and achieve academic goals.

Senior cadets play a crucial role in junior cadets' daily lives by offering informal guidance and emotional support, facilitating the adjustment process for new cadets. They share experiences, provide practical advice, and help create a welcoming environment. The purpose of this study is to examine the effect of intrinsic motivation and parenting style on personality stability among students at Defense University.

LITERATURE REVIEW
Stability Personality

Personality stability is a complex concept in psychology, although the term is frequently used in everyday life. Pervin and Cervone (2010) defined personality stability as the characteristic patterns of thoughts, feelings, and behaviors that individuals consistently exhibit over time. This stability is influenced by a combination of biological, psychological, and social factors.

Allport (1937) described personality stability as the dynamic organization of an individual's psychophysical systems that determines their unique adjustment to the environment. According to Roberts et al. (2008), personality stability refers to the consistency in patterns of behavior, thoughts, and emotions displayed by individuals over time and across situations. They emphasize that personality tends to become more stable with age, although significant life experiences can still lead to change.

McCrae and Costa (2003), within the framework of the Five-Factor Theory, argue that personality possesses a high degree of structural stability in adulthood. These personality dimensions tend to remain relatively stable, although slight variations in trait levels may occur due to aging processes or life experiences.

Caspi et al. (2005) describe personality stability as an individual's tendency to maintain their relative position on personality traits compared to others in their peer group over time. Bleidorn et al. (2019) suggested that personality is relatively stable and can still change under certain conditions. Personality stability is influenced by life experiences, social roles, and environmental factors. Their study also highlights that psychological or educational interventions can gradually alter specific traits.

Wrzus and Roberts (2017) explained that personality stability is the ability of individuals to maintain consistent behaviors and emotional responses across various contexts. Developmental transitions, such as employment, marriage, and parenting, may exert pressure that leads to personality expression changes. Zimmermann and Neyer (2022) assert that personality tends to persist in certain traits but may undergo changes due to interpersonal experiences and new social roles.

Robins et al. (1998) defined personality stability as patterns of behavior, thought, and emotion that develop and remain consistent throughout an individual's life. These aspects are as follows: Openness to experience reflects the extent to which an individual is open to new ideas, experiences, and creativity. Conscientiousness refers to the extent to which an individual can plan, organize, and act responsibly. Individuals with high conscientiousness are typically thorough, disciplined, and dependable. Extraversion refers to an individual's comfort in interacting with others and being the center of attention. Extraverted individuals typically exhibit high energy, enthusiasm, and a strong desire to engage in social activities. Agreeableness refers to the extent to which an individual can collaborate, show empathy, and cooperate with others. Individuals who are high in agreeableness tend to be more understanding, compassionate, and supportive of those around them. Neuroticism refers to an individual's emotional stability and ability to cope with stress. Individuals with low neuroticism are typically calmer, more emotionally stable, and better able to handle challenges and stressful situations.

Explained the differences among the aforementioned theories in their focus and underlying assumptions. Pervin and Cervone (2010) emphasized internal characteristic patterns and viewed personality stability as influenced by multiple factors. Allport (1937) adopts a psychological approach, highlighting the dynamic integration of internal capabilities that shape an individual's adaptation. Roberts et al. (2008) link personality stability with age, suggesting that it increases as individuals grow older. McCrae and Costa (2003) explain stability through the lens of the Big Five personality traits, which they argue remain relatively consistent over time. Caspi et al. (2005) focus

on relative rank-order stability, emphasizing how individuals maintain their position compared to peers. Bleidorn et al. (2019) proposed that personality can change through environmental influences and internalization processes. Wrzus and Roberts (2017) highlighted life transitions, such as employment or parenthood, as potential drivers of change. Lastly, Zimmermann and Neyer (2022) argued that interpersonal experiences and new social roles can also contribute to personality changes over time.

H1 : Influence of intrinsic motivation and parenting style on personality stability

Intrinsic Motivation

Luthans (2011), intrinsic motivation as the drive that arises when individuals perceive their work as meaningful and fulfilling. It provides them with opportunities for personal growth and enables them to gain recognition for their efforts. Hidayat and Tjahjono (2015) defined intrinsic motivation as an internal drive within individuals to be the best version of themselves, which is closely related to their level of commitment and positive character traits.

According to Ryan and Deci (1985), with their self-determination theory, intrinsic motivation is the drive to engage in activities that originate from within the individual because the activities themselves are inherently satisfying or enjoyable. Intrinsic motivation is considered the purest form of motivation, in which individuals participate in tasks not for external rewards but because the activity provides pleasure, fulfillment, or a desired challenge.

According to Hidayat and Tjahjono (2015), intrinsic motivation is closely linked to commitment and positive character, making individuals more resilient despite challenges. According to Determination Theory, intrinsic motivation arises when three basic psychological needs are met: autonomy, competence, and relatedness.

According to Herzberg (1959), intrinsic motivation is a drive that comes from job satisfaction, not from external rewards such as salary or working conditions. These aspects are as follows: Achievement refers to the sense of accomplishment individuals feel when they complete tasks or reach their goals. Recognition involves acknowledgment and appreciation for one's efforts and achievements, boosting motivation and reinforcing positive behavior. Work highlights the importance of finding tasks meaningful and engaging, increasing intrinsic motivation. Responsibility means having ownership and accountability, fostering autonomy and commitment. Advancement represents opportunities for career progression and new challenges that motivate skill and performance improvement. Growth relates to personal and professional development through continuous learning and skill enhancement, which benefits both job satisfaction and long-term engagement.

The following are the differences in perspectives on intrinsic motivation among previous researchers are as follows: Luthans (2011) explains that intrinsic motivation arises from meaningful work that provides recognition. Hidayat and Tjahjono (2015) describe it as an internal drive to become the best version of oneself, which is closely related to individual resilience. Meanwhile, Ryan and Deci (1985) emphasized that intrinsic motivation stems from engaging in inherently enjoyable activities and emerges when three basic psychological needs, autonomy, competence, and relatedness, are fulfilled.

H2 : Impact of intrinsic motivation on stable personality

Parenting Style

A parenting style refers to a guide, guardian, or responsible adult who holds the duty of overseeing a child's life and education. Nini (2021) states that a parenting style functions as a

parental figure responsible for nurturing, caring, and educating children to ensure that they grow and develop properly.

Hastuti (2014) defines a parenting style as an individual who possesses experience, skills, and responsibilities similar to those of a parent in guiding and caring for children. Respati et. al. (2006), parenting style is a process that involves nurturing, protecting, and guiding children throughout their developmental stages.

According to Power (2013) and Alam et. al. (2024), parenting style refers to a set of parental attitudes and behaviors in managing children's conduct, characterized by patterns of control, warmth, responsiveness, and disciplinary practices. Ahmed (2025) emphasized that parenting styles significantly influence various child development dimensions, including emotional, cognitive, and social outcomes. This study highlights key findings on how authoritative, permissive, and uninvolved parenting styles shape children's self-esteem, academic achievement, and emotional regulation.

Chen et. al. (2024) stressed the importance of parenting in shaping developmental trajectories during early childhood, particularly regarding behavior problems that are externalized. Responsiveness and demandingness are two key dimensions of effective parenting practices. Similarly, Larzelere et. al. (2023) viewed parenting style as the nature and characteristics of the familial relationship within which educational processes occur. It reflects the specific ways in which parents interact with their children in educational contexts.

According to Baumrind (1991), parenting style encompasses all forms and processes of interaction between parents and children. The parenting style applied within a family can have a significant impact on the development of a child's personality. An effective parenting style is characterized by a balanced integration of control, maturity demands, open communication, and affection.

Parental control refers to the extent to which parents regulate and guide their children's behavior to ensure adherence to rules and family values. Healthy parenting is not only authoritative but also allows space for children to develop their decision-making skills. Maturity demands involve parents' expectations for age-appropriate behaviors, such as responsibility, self-discipline, and task completion. These expectations help foster the child's independence and self-regulation from an early age. Parent–child communication plays a crucial role in building a supportive relationship. Parents who engage in open dialogue and actively listen to their children create an environment of trust, where children feel respected and understood. Affection forms the emotional foundation of the parent-child relationship. Expressing love through attention, warmth, and empathy provides a sense of security and strengthens emotional bonds, which are essential for social and emotional development.

Nini (2021) emphasized the role of caregivers in educating and nurturing children. Hastuti (2014) highlighted that parenting skills and experience are essential in supporting personality stability. Respati et. al. (2006) described parenting as a continuous process of guidance throughout a child's development. Power (2013) and Alam et al. (2024) explained that patterns of control, warmth, responsiveness, and discipline are key indicators of parenting styles. Ahmed (2025) examined the impact of parenting styles on various aspects of child development. Chen et al. (2024) focused on responsiveness and demandingness as crucial dimensions during early childhood. Baumrind (1991) discusses parent–child interactions and classifies parenting styles into permissive and authoritarian categories.

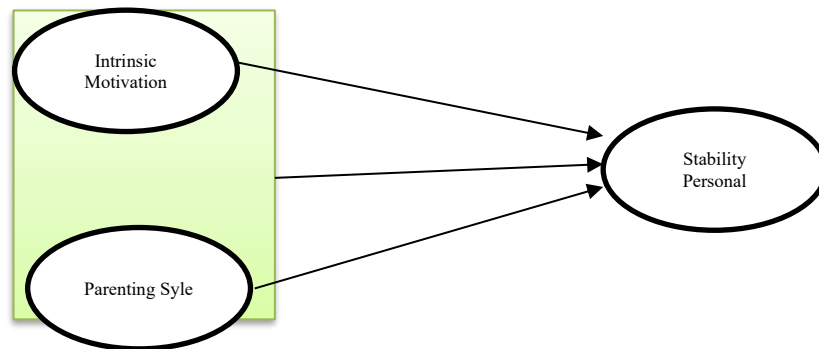H3 : Impact of Parenting Style on Stable Personality

RESEARCH FRAMEWORK

Figure 1. Framework for the

RESEARCH METHOD

The study used a descriptive quantitative approach with a cross-sectional design, with intrinsic motivation and parenting style as the independent variables and stability personality as the dependent variable. A simple random sampling method was applied, with a sample size of 153 respondents from a total population of 250, with a significance level of 0.05. Data were collected using a Likert scale, with response options ranging from strongly agree (5), agree (4), neutral (3), and disagree (2) to strongly disagree (1). Data were collected through Google Forms and completed by participants.

The measurement scale in this research can be generally applied; however, to ensure its accuracy, highly specific and unique respondents are required. The Stability Personality framework by Robins et al. (1998) includes aspects such as Openness to experience, conscientiousness, Extraversion, Agreeableness, and neuroticism.

The intrinsic motivation from Herzberg (1959), i.e, Achievement, Recognition, Work itself, Responsibility, Advancement, and Growth. Parenting style from Baumrind (1991) The aspects: control, maturity demands, open communication, and affection. The interpretation of data analysis using multiple linear regression refers to a statistical method used to simultaneously determine the effect of two or more independent variables on a single dependent variable. This technique is employed to model the linear relationship between the variables. The main objectives of this study are to assess the extent to which each independent variable influences the dependent variable, to make predictions of the dependent variable based on statistical values, and to examine the simultaneous relationship among several independent variables. (Notoadmodjo, 2020)

FINDINGS AND DISCUSSION
Findings
Data characteristic

Table 1. Data Characteristic

Characteristic	Frequency (F)	Percentage (%)
Gender		
Male	92	60,1
Female	61	39,9
Age		
Under 20 years	140	91,5
21-25 year	13	8,5
Categorization of the Study		

Characteristic	Frequency (F)	Percentage (%)
Medicine	55	35,9
Pharmacy	20	13,1
Chemistry	5	3,3
Biology	10	6,5
Match	2	1,3
Computer Science	15	9,8
Engineering	38	33,5
Physics	10	6,5

Table 1 shows the data that among the respondents, the category of study found that most respondents came from the Medicine department, with a frequency of 55 respondents (35.9%). This indicates that the Department of Medicine contributed the most in describing the relationship between intrinsic motivation and parenting style toward personality stability among undergraduate students at the Indonesian Defense University. Conversely, the Mathematics department had the fewest respondents, with only 2 participants (1.3%), indicating the department's minimal contribution to the study.

The gender characteristic data in this study show that most respondents were male, with a frequency of 92 respondents (60.1%). This indicates that the largest portion of the sample consisted of male participants, which aligns with the initial admission selection at the Defense University, where the percentage of new student intake is 60% male and 40% female.

Based on age, most of the respondents in this study were under 20 years old, with a frequency of 140 respondents (91.5%). This indicates that the initial recruitment of undergraduate students at the Defense University begins at a minimum age of 16 years old.

Validitas and Reliabilitas

Table 2. Indeks Validity and Reliability Test results

Variable	Elicitation Validity	Reliability	Description
Stability Personality	0.463–0.919	0,874	Valid and Reliable
Intrinsic Motivation	0.440–0.924	0,727	Valid and Reliable
Parenting Style	0.565–0.955	0,911	Valid and Reliable

Based on the table 2 results of the validity and reliability tests conducted in this study. All variables met the required statistical criteria. The validity of the Stability of Personality variable ranged from 0.463 to 0.919 with a reliability coefficient of 0.874, indicating that the items were both valid and reliable. The Intrinsic Motivation variable showed a validity range of 0.440–0.924 and a reliability value of 0.727, which also confirms that the instrument used is valid and reliable. Similarly, the validity of the Parenting Style variable ranged from 0.565 to 0.955 and had a high reliability score of 0.911, reinforcing the consistency and accuracy of the measurement. These findings confirm that all instruments used in measuring the constructs are statistically valid and reliable.

Result

Table 3. Summary of the Model

R	R Square	AdjusteD R-square	Sig. F. Change
0,846	0,716	0,712	0,000

Based on the table 3 summary model, the regression coefficient value is 0.846, indicating a strong relationship between parenting style and intrinsic motivation and personality stability. R Square value of 0.716 suggests that 71.6% of the variance in personality stability can be explained by the combination of these two independent variables. The adjusted R-squared value of 0.712 further supports the model's predictive accuracy, considering the number of predictors in the regression equation. Additionally, the significance value of 0.000 (< 0.05) confirms that parenting style and intrinsic motivation have a statistically significant influence on personality stability. In other words, both variables contribute meaningfully to shaping or influencing the stability of students' personalities. These findings support the research hypothesis that both internal and external factors, such as intrinsic motivation and parenting style, play a critical role in character development and individual behavior consistency.

Table 4. ANOVA Model

Model	Mean Square	F	Sig.
Regression	5762,382	189,008	0,000
Residual	30,487		

Based on Table 4, the ANOVA model results show that the Regression Mean Square is 5762.382, with an F-Value of 189.008 and a significance level of 0.000 (< 0.05). This indicates that the regression model is statistically significant, indicating that parenting style and intrinsic motivation simultaneously influence personality stability.

The high F-value suggests that the model has a strong ability to explain the dependent variable (personality stability) based on the independent variables (parenting style and intrinsic motivation). Therefore, the regression model can be considered appropriate for examining the relationship between these variables in the context of personality development among university students.

These findings reinforce the idea that the interaction between internal factors (such as intrinsic motivation) and external factors (such as parenting style) plays a vital role in shaping and maintaining a stable personality pattern in individuals.

Table 5. Coefficient Model

No	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	-15.327	6.211		-2.467	.015
	Intrinsic Motivation	.965	.052	.834	18.599	.000
2	Constant	-14.281	6.034		-2.367	.019
	Intrinsic Motivation	.823	.067	.711	12.296	.000
	Parenting Style	.166	.051	.187	3.232	.002

*dependent: Stability Personality

The results from Table 5 coefficient model of the multiple linear regression model show that intrinsic motivation has a significant influence on personality stability among students. This is indicated by an unstandardized coefficient (B) value of 0.823, a standard error of 0.067, a

standardized coefficient (Beta) of 0.711, and a t-value of 12.296. The significance value of 0.000 (< 0.05) confirms that intrinsic motivation significantly contributes to the formation and consistency of students' personality patterns. The higher the level of intrinsic motivation in an individual, the more stable their personality tends to be.

Furthermore, the parenting style variable significantly influenced personality stability, with an unstandardized coefficient of 0.166, a standard error of 0.051, a standardized coefficient (Beta) of 0.187, and a t-value of 3.232. The significance value of 0.002 (< 0.05) indicates that the parenting style experienced during development also contributes to personality stability. Although its effect size is smaller than that of intrinsic motivation, parenting style remains an important external factor influencing emotional stability, thinking patterns, and behavioral consistency. In conclusion, the findings suggest that both intrinsic motivation and parenting style have a positive and significant impact on personality stability. These two factors should be taken into consideration in efforts to support the holistic development of students' character and personality.
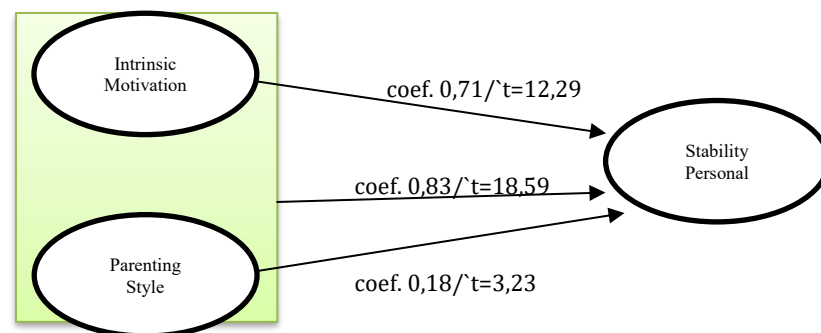

Figure 2. Result Framework

Figure 2. Structural model of the influence of intrinsic motivation and parenting style on personality stability**.** The model displays three primary regression paths: Direct effect of intrinsic motivation on personality stability, indicated by a *standardized coefficient* of 0.71 and a *t-value* of 12.29 > 1,96. The second path shows the *standardized coefficient* of 0.83 with a *t-value* of 18.59 > 1.96, supporting the strength of the influence of intrinsic motivation as the dominant predictor. The influence of parenting style on personality stability, with an *unstandardized coefficient* of 0.18 and a *t-value* of 3.23 > 1,96.

All the paths in the model are statistically significant ($p < 0.05$), indicating that both intrinsic motivation and parenting style have a positive and significant effect on the stability of students' personalities. Intrinsic motivation appears to be the strongest predictor in this model, reflecting students' internal drive and self-regulation as critical factors in maintaining consistent personality traits. Meanwhile, parenting style also contributes significantly, suggesting that the support and discipline provided during upbringing continue to shape long-term personality development.

Discussion
Influence of intrinsic motivation and parenting style on personality stability

The major hypothesis regarding the influence of intrinsic motivation and parenting style on personality stability is supported by a standardized coefficient of 0.83 with a t-value of 18.59. The research findings indicate that both intrinsic motivation and parenting style significantly affect Defense University students' personality stability. These two variables play a crucial role in shaping the consistency of an individual's behavior, thoughts, and emotions over time and across different situations. Combining high intrinsic motivation with an authoritative parenting style creates a

supportive environment that fosters stable personality development. Individuals raised in settings that promote autonomy and provide clear structure are more likely to develop consistent and adaptive personality traits.

According to Palacios et al. (2022), the two-dimensional socialization model comprising warmth and strictness categorizes parenting styles into four types: authoritative, permissive, authoritarian, and neglectful. Permissive parenting, which emphasizes warmth without strictness, is generally associated with higher family self-concept, self-esteem, and internalization of universal values, while reducing negative self-efficacy and emotional vulnerability. In contrast, authoritarian or neglectful parenting often results in lower self-esteem and higher emotional vulnerability, leading to dependency.

These findings align with studies in Southern European and South American countries (Martínez & García, 2008; García & Gracia, 2010; Martínez et al., 2020), which show that permissive parenting fosters better personal adjustment and higher scores in personality stability and school adaptation through affection, open dialogue, and inductive reasoning. Lamborn et al. (1991) highlighted that parenting styles dominated by a single dimension, such as authoritarian or permissive, lead to mixed outcomes. While authoritative and authoritarian styles influence areas like academic performance and behavior, no significant differences were found between authoritative and permissive styles regarding psychosocial development, as both share warmth.

The study also reveals gender-based differences: female students are more emotionally responsive to warm and supportive parenting, showing higher self-esteem, lower emotional vulnerability, and better relational skills. In contrast, male students are more negatively affected by authoritarian or neglectful styles, which may lead to low self-concept, poor emotional regulation, and aggressive or withdrawn behaviors

Impact of Intrinsic Motivation with Stable Personality

The impact of intrinsic motivation on personality stability is indicated by a standardized coefficient of 0.71 and a t-value of 12.29. Intrinsic motivation refers to the internal drive within an individual to engage in an activity because it is personally meaningful, enjoyable, or challenging (Luthans, 2011; Ryan & Deci, 2000). In the university context, intrinsic motivation plays a crucial role in shaping personality characteristics and stability. Consistent learning, participation, and personal growth are encouraged without relying on external rewards. According to Ryan and Deci (2000), intrinsic motivation develops optimally when three basic psychological needs are met: autonomy, competence, and relatedness. When these needs are fulfilled, students are more likely to develop personality stability, as they can manage stress, think and behave consistently, and form a solid sense of identity. These findings align with Bleidorn et al. (2019), who emphasized that intrinsic motivation supports the formation and consistency of personality traits throughout life. Similarly, Komarraju et al. (2009) found that students with high intrinsic motivation exhibit greater conscientiousness and emotional stability, reinforcing their ability to self-regulate and maintain emotional balance. Therefore, intrinsic motivation not only drives academic achievement but also plays a crucial role in shaping and maintaining a stable, adaptive, and resilient personality.

Impact of Parenting Style with Stability Personality

The study's parenting style significantly impacts the personality stability of Defense University students, with a standardized coefficient of 0.18 and a t-value of 3.23. Personality stability refers to the consistency of psychological characteristics over time and across situations. Parenting style, defined by responsiveness and control (Chen et al., 2024; Power, 2013), is confirmed here as a crucial factor. Positive parenting, particularly the authoritative style, fosters emotional regulation and behavioral consistency (Ahmed, 2025). Warmth and support help

children internalize positive values, supporting long-term self-management. Interestingly, permissive parenting can also yield optimal personality outcomes in certain cultural contexts (Martínez & García, 2008; García & Gracia, 2010), fostering high self-esteem and emotional stability through emotional warmth. Longitudinal studies show that maternal affection shapes traits like kindness and perseverance, with effects lasting into adolescence. Zimmermann and Neyer (2022) further note that while personality tends to be stable, it evolves with life experiences, and early parenting serves as a blueprint for adaptation. For Defense University students facing rigid and demanding environments, balanced parenting, especially authoritative, is essential for developing structured, resilient personalities capable of adapting to social and emotional changes.

CONCLUSIONS

Based on the statement provided, it appears 3 hypotheses suggest that the major hypothesis proves that there is an influence of intrinsic motivation with parenting style on stability personality, a direct impact of intrinsic motivation on stability personality, and a direct impact of parenting style on stability personality in college students at Defense University. The findings of this study are consistent with previous research, emphasizing that intrinsic motivation, which originates from internal drives such as personal meaning, enjoyment, and challenge, plays a vital role in shaping consistent and adaptive personality traits. Students are more likely to develop stable and resilient personalities when they experience autonomy, competence, and social relatedness, the three basic psychological needs proposed by self-determination theory. Parenting styles characterized by warmth and support, particularly authoritative and permissive styles, were found to positively contribute to emotional regulation, self-concept, and the internalization of universal values.

This research contributes to the development of personality and motivation theories, particularly in higher education, by reinforcing and expanding upon Self Determination Theory. It demonstrates that fulfilling autonomy, competence, and relatedness in academic environments fosters intrinsic motivation, which in turn promotes personality stability. The study also supports Baumrind's two-dimensional model of parenting style, highlighting that warmth-oriented styles significantly contribute to stable personality development.

Practically, this research provides an empirical foundation for higher education institutions to design character-building strategies that cultivate intrinsic motivation through autonomy-supportive and socially connected learning environments. It encourages participatory learning methods and emphasizes the role of warm parenting styles, which should be integrated into parenting education programs. Furthermore, campus services and counseling units can use these findings to develop interventions that strengthen students' intrinsic motivation and personality stability while considering their parenting backgrounds.

LIMITATION & FURTHER RESEARCH

The limitations of the existing research on intrinsic motivation and parenting style in relation to personality stability is limited by the use of a correlational quantitative design, which does not allow for definitive conclusions about causal relationships between intrinsic motivation, parenting styles, and personality stability. Furthermore, the data were collected through self-report methods, which are susceptible to subjective biases such as social desirability and individual interpretation. Additionally, the study sample was limited to university students from a single higher education institution, which limits the generalizability of the findings to broader populations, particularly across different cultures and age groups.

Future research should adopt a longitudinal design to examine personality stability development over time and the long-term impact of intrinsic motivation and parenting styles. A

mixed-method approach that combines quantitative and qualitative methods is also recommended to gain a deeper understanding of individuals' subjective experiences. Moreover, future studies should consider including diverse age groups and cultural contexts to more comprehensively explore the dynamic interplay between motivation and parenting in shaping personality development.

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