# THE INFLUENCE OF THE ENVIRONMENT AND PARENTING STYLE ON CHILDREN IN RELIGIOUS TOLERANCE IN MANANTI VILLAGE, HUTARAJA TINGGI DISTRICT

## Manna Harahap[1]*, Syarbaini Saleh[2]

[1,2] Program Studi Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Indonesia

[1] mannaharahap7@gmail.com
[2] syarbainisaleh@uinsu.ac.id

(*) Corresponding Author
mannaharahap7@gmail.com

## ABSTRACT

This study aims to find out and analyze the influence of social environment and parental parenting on religious tolerance behavior in children in Manoni Village, Hutaraja Tinggi District. Religious tolerance is an important attitude in the life of a pluralistic society, and its formation is greatly influenced by internal factors in the family as well as external factors from the surrounding environment. This study uses a qualitative approach with a case study method. Data was obtained through in-depth interviews, field observations, and documentation of a number of informants, including parents, teachers, community leaders, and children. The results of the study show that an open, harmonious, and mutually respectful social environment plays a major role in shaping children's tolerant attitudes towards religious differences. On the other hand, parents who are democratic, communicative, and provide real examples in religious life also have a significant influence on the way children understand and behave towards diversity. Children who were raised with an inclusive parenting approach and were in a supportive environment showed higher levels of tolerance compared to children who were raised authoritarianly or grew up in an exclusive environment. This study concludes that the synergy between the role of family and the environment is very important in fostering children's tolerance from an early age, in order to form a peaceful and respectful society in the midst of religious differences.

## INTRODUCTIONS

In general, Hutaraja Tinggi District had a population of around 37,864 people in 2020, with poverty and unemployment rates close to the average of Padang Lawas Regency. Social activities, such as a cheap cooking oil market in the month of Ramadan by the palm oil company PT Permata Hijau Sawit, have also taken place in Menanti village to help the local community. Mananti Sosa Jae Village is one of the villages in Hutaraja Tinggi District, with the postal code 22776, Hutaraja Tinggi District has a historical framework as the former Hutaraja Tinggi Kingdom (sosa Djae language).

This area was once ruled by kings whose territory included part of Sosa, East Sosa, all of Hutaraja Tinggi, and the area in Rokan Hulu, Riau. Although no longer a formal government, the cultural heritage is still evident through the existence of royal heirlooms that are guarded by descendant families, as well as hudon traditional structures such as Bagas Godang, Urang Kayo, and Paduko.

Indonesia is a country that has a very wide diversity of ethnicities, cultures, and religions. This diversity is both a wealth and a challenge, especially in terms of maintaining tolerance between religious communities. Religious tolerance is a fundamental value in social life in Indonesia and needs to be instilled from an early age. In this case, the family and the social environment play an important role in shaping the character of children who are inclusive and able to coexist in differences.

Religious tolerance is an attitude of respecting and respecting differences in beliefs between individuals and groups in social life. In the context of a country with religious diversity such as Indonesia, tolerance is essential to create social harmony and prevent conflicts based on differences of belief. However, this attitude of tolerance does not arise by itself, but is rather influenced by various factors, including the environment and parenting style. (Hidayah, 2016)

The environment, whether in the family, school, or society, plays an important role in shaping children's attitudes and values, including in terms of religious tolerance. Children who grow up in an environment that is open to diversity tend to be more accepting of differences and able to interact with people who have different beliefs. Conversely, a closed and exclusive environment can make the child have a narrow mind and lack of respect for differences. ( São Paulo , 2012)

In addition, parental parenting is also a crucial factor in forming religious tolerance attitudes in children. Parents who apply a democratic parenting style, where children are given the freedom to understand differences and are taught the values of mutual respect, tend to produce more tolerant children. On the other hand, authoritarian or permissive parenting without clear guidance can lead to intolerance or indifference to religious diversity.

Menanti Village in Hutaraja Tinggi District is one of the areas in Padang Lawas Regency that has a social life with a strong Batak Angkola cultural background and the majority of the population is Muslim. However, like other developing villages, Menanti Village is also inseparable from social dynamics, including in terms of inter-religious relations. In this context, it is important to see how parental parenting and the influence of the social environment contribute to the attitude of religious tolerance in children in the village.

The findings of the author's problems in the sub-district are that there are still many adolescents who are still fanatical in religion, so that religious tolerance there is not good, there are still adolescents who like to insult, mock and be hostile to religions other than Islam (non-Islam). Due to the lack of parental behavior in educating children to respect each other's social creatures, both in Bergama and different ethnicities. However, another factor is due to environmental factors that are aware that there is little education about tolerance to religions other than Islam. Because 80% of Muslims are waiting in the sub-district.

Therefore, what needs to be considered by parents before their child reaches adolescence, parents should educate the child at an early age or childhood with the aim of shaping the child's character. This is an important foundation for the growth and development of a child's personality. (   Inspiration    et al., 2022)

The relevant theory in this study is that children learn values, norms, and social behaviors from the surrounding environment, including family, school, community, and media. Parental parenting is part of the primary socialization process that forms a child's tolerant or intolerant attitude. The village environment such as neighbors, religious leaders, and peers are part of secondary socialization.

This study aims to empirically examine the extent of the influence of the social environment and parental parenting on the formation of religious tolerance attitudes in children in Menanti Village. This research is also expected to contribute to the development of relevant and contextual character education approaches, especially in rural areas that still hold tightly to traditional values and traditions.

## METHOD

This study uses a qualitative method with an ethnographic approach to examine the attitude of tolerance and parenting of parents towards children in the community in Hutaraja Tinggi District. Ethnography was chosen because it allows researchers to understand and document in depth the practices of tolerance that live in the community, as well as the values contained in it. The ethnographic method is used by researchers to describe and interpret patterns of values, behaviors, beliefs, and languages that are shared and learned together in a cultural group. Therefore, ethnographic research generally involves participatory observation of a group. Ethnography requires the researcher to be involved in the daily activities carried out by the people or groups being observed. (   Helaluddin , 2019)

The focus of this research is directed to empirically examine the extent of the influence of the social environment and parenting style on the formation of religious tolerance attitudes in children in Menanti Village, starting from the social stage such as mutual respect for neighbors and society, to parental parenting from an early age. In addition, this research also aims to reveal the symbolic meaning, social values, and tolerance of fellow social beings in maintaining the identity of bineka tunggal ika, including the dynamics of change and preservation efforts in the midst of modernization. (   Sugiyono  , 2021)

In collecting data, the researcher used several main techniques, namely participatory observation, in-depth interviews, documentation, and local literature studies. Observations were carried out in a participatory manner, where the researcher was directly involved in community activities related to tolerance, in order to understand social processes and cultural meanings from an emic perspective. (   Moelong  , 2018)

During observation, the researcher recorded various social interactions, cultural symbols, and social contexts in which the procession took place through field notes and visual documentation (photos or videos), while still paying attention to the ethics of the research. In-depth interviews were conducted in a semi-structural manner with traditional leaders, bride and groom, families, and the communities involved, to explore information about the meaning and values contained in the attitude of tolerance. In addition, the researcher also interviewed parents in caring for their children from early childhood to adolescence.

## RESULT AND DISCUSSIONS
## RESULT
**The Influence of Parental Parenting and Social Environment on Children's Religious Tolerance in Menanti Village, Hutaraja Tinggi District**

This study aims to find out how parental parenting and social environment play a role in shaping religious tolerance attitudes in children in Menanti Village, Hutaraja Tinggi District, Padang Lawas Regency. The method used is a descriptive qualitative approach, with data collection techniques through in-depth interviews, observations, and documentation. The informants consisted of parents, teachers, community leaders, and children of elementary to secondary school age.

The results of the study show that the majority of parental parenting in Menanti Village is democratic. Parents are open in discussing with their children, provide rational explanations about religious differences, and emphasize the importance of respecting fellow human beings regardless of their religious background. This kind of parenting allows children to feel safe in expressing and accepting differences as part of social life. Parents also provide concrete examples, such as inviting children to be polite to neighbors from different religious backgrounds, not making fun of them, and instilling the value of justice from an early age. ( Zakiyah , 2020)

On the other hand, the social environment also plays a big role. Schools, places of worship, and local communities contribute to shaping children's attitudes. In schools, teachers often hold cross-thematic activities that discuss diversity and tolerance. Children are invited to discuss and play together without distinguishing religion. In addition, some local religious leaders inculcate friendly and open teachings in children's lectures or recitations. (Peni & Priska, 2019)

However, there are also some challenges, especially in families with authoritarian parenting. Some parents still provide extreme restrictions on children's association, on the grounds of maintaining religious values. This attitude indirectly instills an unhealthy attitude of exclusivity in interfaith associations. Children from such families tend to show a tendency to stay away or be reluctant to interact with friends of different faiths.

In general, the social environment of Menanti Village supports the values of tolerance because of strong traditional and familial ties. The value of mutual cooperation and a sense of brotherhood in society helps to create an atmosphere of mutual respect, even though religious backgrounds are not always the same. This suggests that when parenting is open and the social environment supports inclusivity, children will grow up with strong tolerant attitudes. ( Sugiyono , 2021)

One of the informants, Mrs. Rahma (45 years old), a housewife, explained that she has always instilled an attitude of mutual respect since her children were little. "I tell children, don't judge people from their religion. We may be different, but we are still human beings. If you have a friend who is Christian or Catholic, still respect. Don't get involved in hatred," she said while rubbing the head of her son who was sitting next to her. He also said that in the surrounding neighborhood, despite the Muslim majority, there has never been any rejection of religious differences. (Interview with Ibu Rahma, 2025)

An interview with Pak Udin, an elementary school teacher in Menanti Village, also corroborated this finding. He explained that children are taught from an early age about the importance of tolerance in Pancasila Education lessons and daily practice. "We often hold mixed group activities. Children are invited to work in groups regardless of their religion. In fact, they get familiar faster if they are not restricted," he explained. He also added that the school actively fosters children's character through an approach to national and humanitarian values. (Interview with Mr. Udin, 2025)

A local religious leader, Ustaz Haidir, said that Islam teaches compassion to all beings, and it is the main basis in teaching children. "I not only teach prayer and fasting, but also manners and morals. One of them is to respect other people who are different. We should not hurt, let alone hate, just because of different beliefs," he said calmly. He also said that the people of Menanti Village have a collective awareness to live in harmony because of the tradition of mutual cooperation inherited from the time of their ancestors. (Ustad Haedir Interview, 2025)

But in contrast, Mira's mother (38 years old), a mother with a more closed parenting style, admits that she often forbids her children from playing with children from different religious families. "I'm afraid that my son will join in. Not hate, but more careful. Now the times are different," he said. This attitude, although aimed at maintaining religious values in the family, risks forming a child's negative perception of differences. Children who grow up within these boundaries tend to show an exclusive attitude in social interactions. (interview with Mira's mother, 2025)

From these interviews, it can be concluded that the success of instilling the value of religious tolerance in children depends on a combination of wise parenting and a supportive social environment. Menanti Village in general shows good potential in forming the character of tolerant children, but further education is still needed for parents who still apply a closed parenting style so as not to become an obstacle to the formation of an inclusive attitude in the younger generation.

The results of the study show that parental parenting has a significant influence on the formation of children's religious tolerance attitudes. The democratic parenting style applied by most parents in Menanti Village tends to produce children who are open to differences, able to interact with friends of different faiths, and have an understanding that diversity is part of social life.

Democratic parenting gives birth to individuals who are able to think critically, openly, and responsibly. In the context of religious tolerance, children raised with this kind of parenting show the ability to accept diversity consciously, not out of coercion or fear. In addition to parenting, the social environment also plays a big role in shaping children's attitudes towards religious tolerance. School as the second socialization agent after the family, has been proven to have a positive influence. Through thematic learning activities, character education, and social interaction at school, children gain a practical understanding of the importance of living in harmony in the midst of differences. This is reinforced by the ecological theory of child development from Bronfenbrenner (2019), which states that children are influenced by microenvironments such as families and schools in the process of forming social values. (Baumrind, 2021)   (Bronfenbrenner, 2019)

These findings also confirm that the role of religious and community leaders is very strategic in shaping a culture of tolerance. Exemplary in attitude and speech is a strong social learning for children. However, challenges arise from a small percentage of families who practice authoritarian or closed parenting, which limits children's interaction with different religious groups. This kind of attitude, although intended to preserve the value of faith, has the potential to form exclusivism that hinders the formation of tolerance.

Thus, the results of this study indicate that the more open the parenting style is and the more conducive the social environment of the child, the higher the likelihood of the child growing up with a healthy and constructive attitude of tolerance. Based on the results of the research that has been conducted, it can be concluded that parental parenting and social environment have a real influence on the formation of religious tolerance attitudes in children in Menanti Village. Democratic parenting accompanied by the values of openness, compassion, and effective communication has been proven to form children who are more accepting of differences. (  Fatmawati   et al., 2021)

On the other hand, a supportive social environment both through schools, community leaders, and local cultural practices strengthens the internalization of the values of tolerance in children's daily lives. The combination of an open family and an inclusive social environment is an important key in growing a young generation that is tolerant and ready to live in a multicultural society. However, awareness efforts are still needed for some parents who tend to implement a closed or exclusive parenting style, so that the tolerance education process is not hampered.

**The Role of Social Environment and Parenting in the Formation of Children's Religious Tolerance in Menanti Village**

This research was conducted in Menanti Village, Hutaraja Tinggi District, with the main focus on how the social environment and parenting style of parents shape children's attitudes of religious tolerance. The research uses a descriptive qualitative approach. Data was obtained through direct observation, in-depth interviews with parents, teachers, community leaders, and children, and documentation of social activities taking place in the village.

In general, it was found that the social environment in Menanti Village was quite supportive of the values of tolerance. Although the majority of the people adhere to Islam, there are also some families from different religious backgrounds, such as Christianity. Relations between neighbors continue to run in harmony. Social interaction between children of different religions also takes place naturally, without significant conflicts. They play together, participate in mutual cooperation activities, and attend village events without any problems with differences in beliefs. ( São Paulo , 2012)

Parental parenting also plays an important role in shaping the way children view diversity. Parents who apply a democratic parenting style, which is to get children used to discussing, listening to opinions, and providing rational understanding, tend to raise children who are open to differences. An example can be seen from the results of an interview with Mrs. Lina (42 years old), a housewife who has two school-age children. He said that from an early age, his children were taught not to choose friends based solely on religion. "I told them, as long as the friend is kind and polite, it doesn't matter if they have different beliefs. Don't like to judge people by their religion, but by their behavior," he said. (Interview with Mrs. Lina, 2025)

An interview with Pak Wardi, an elementary school teacher in the village, corroborated the data. He explained that schools actively instill the value of tolerance in lessons and activities. "We created a mixed learning group, not based on religion or background. At school, all children are equal. If someone makes fun of each other about religion, we immediately foster," he explained. He also said that school activities such as ceremonies, competitions, and community service together are effective means to strengthen togetherness and instill the value of diversity practically. (Interview with Mr. Wardi, 2025)

In contrast, researchers also found some parents still practice authoritarian or closed parenting, in which children are directed to associate only with those of the same faith. For example, Ibu Rahma, a 38-year-old mother, admitted that she was worried that her child would be affected if he was too close to friends of different religions. "I don't hate people of different religions, but I am calmer if my child is close to a fellow believer. I'm afraid that I will be confused," he said. Although not intended to hate, this attitude indirectly shapes social boundaries in children and reduces their chances of understanding the importance of tolerance. (Interview with Ibu Rahma, 2025)

In field observation, the researcher noted that village activities such as mutual cooperation, women's social gatherings, and commemoration of national holidays are also a means of meeting between residents across faiths. Children usually follow their parents in these activities, so from a young age they are used to seeing diversity as part of social life. For example, during the commemoration of August 17, all citizens participated in both Muslims and non-Muslims and children were involved in competitions and performances. Adit, a 5th grade elementary school student, says: "I have a friend who is a Christian. We played football together and when we were 17 years old, we played together. (Interview with Scott, 2025)

Interviews were also conducted with local religious leaders, namely Ustaz Marwan, who actively campaigned for the values of living in harmony in his lectures. He said that Islam teaches compassion and respect for fellow humans, regardless of their religion. "If children are accustomed from a young age to see differences as wealth, not threats, then they will not be easily provoked when they grow up," he said. He also often gave examples from the life of the Prophet Muhammad PBUH who highly appreciated non-Muslims who coexisted peacefully.

Overall, the study shows that children in Menanti Village tend to show a tolerant attitude, especially if they come from an open family and grow up in a harmonious social environment. However, there are also a number of obstacles that come from rigid or exclusive parenting, which prevents children from interacting more broadly and getting to know differences in a healthy way.

A harmonious and participatory social environment, as well as open parental parenting, has proven to play an important role in shaping attitudes of religious tolerance in children in Menanti Village. Through social interactions at school, community activities, and real-life examples from parents and community leaders, children gain first-hand experience of how to coexist with people of different faiths. This attitude of tolerance is not only taught, but also practiced in daily life.  (Salim &    Nurbani   , 2013)

Thus, it can be concluded that religious tolerance attitudes in children are not formed instantly, but are the result of a process of habituation, education, and social experience that takes place continuously in the family and community environment.

**Environmental Factors and Parenting Style as Determinants of Children's Religious Tolerance in the Menanti Village Area, Hutaraja Tinggi District**

The results of a study conducted in Menanti Village, Hutaraja Tinggi District, show that environmental factors and parental parenting have a great influence in shaping religious tolerance attitudes in children. Based on the results of interviews with a number of parents, teachers, and community leaders in the village, it was found that an open social environment and upholding the values of togetherness are the main factors that strengthen children's tolerant attitudes from an early age.

In this village, even though the majority of the population adheres to the same religion, the community still instills the importance of respecting the beliefs of others. Children are accustomed to living in harmony, helping each other, and not discriminating against friends based on religious background. In an interview with a community leader, it was stated that children are often involved in village social activities such as mutual cooperation, commemoration of national holidays, and open religious events, which indirectly instill the value of togetherness across differences.

In addition, teachers are also active in instilling a tolerant attitude in schools through PKN lessons and habituation in daily activities. The teacher conveyed the importance of respecting differences and explained to the students that Indonesia consists of many religions and cultures that must be respected.

From the family side, the interviews show that parental parenting plays a crucial role in shaping children's perspective on diversity. Parents who apply democratic and communicative parenting tend to raise children who are more open, friendly, and not easy to be exclusive to religious differences. Some parents explain that they deliberately invite their children to discuss the importance of respecting others, and not instilling the attitude that only their religion is true, but rather introducing universal values such as compassion, honesty, and mutual respect.  (   Sugiyono   , 2021)

On the other hand, children who come from families with authoritarian or rigid upbringing, where parents emphasize religious dogma too narrowly and do not open up space for dialogue, tend to show a closed attitude and find it difficult to accept diversity. In interviews with some children, it was found that those who got open parenting were more comfortable and confident interacting with friends of different faiths, while others felt awkward or afraid of being misspoken because they never got the correct understanding of tolerance.

This shows that the formation of tolerance attitudes does not only depend on the social environment, but is also greatly influenced by how these values are instilled by parents in the home. Thus, the results of this study conclude that the synergy between a supportive environment and a positive parenting style is the main determinant in building religious tolerance attitudes of children in Menanti Village. Collective efforts from families, schools, and communities

are absolutely necessary to cultivate a generation capable of coexisting in diversity in peace and mutual respect. ( Mukhlasin    et al., 2025)

Based on the results of research and interviews conducted in Menanti Village, Hutaraja Tinggi District, it can be concluded that social environmental factors and parental parenting are two important aspects that directly affect the level of religious tolerance of children. A conducive social environment, such as harmonious relationships between citizens, mutual cooperation activities, and the role of schools and community leaders in instilling the value of diversity, have a positive influence on children's understanding of the importance of tolerance. Children who are raised in an open and socially active environment tend to have a more appreciative attitude towards religious differences.

On the other hand, parental parenting has also proven to be very decisive. Parents who apply democratic and communicative parenting are better able to instill the value of tolerance, because children are taught to think openly, dialogue, and respect other beliefs. On the other hand, authoritarian or closed parenting risks forming children who are exclusive and less open to differences. Thus, religious tolerance in children is not formed naturally, but is the result of habituation and values given through the social environment and parenting patterns received at home.

**The Relationship of Parenting and Social Environment to Children's Tolerant Behavior of Religious Diversity**

The results of the study on the relationship between parenting and social environment on children's tolerant behavior towards religious diversity show that the two variables have a complementary influence in shaping children's attitudes and behaviors. Based on interviews with a number of parents, teachers, and children in the field, it was found that children who show tolerant behavior towards religious diversity generally come from families that apply democratic parenting and live in an open and harmonious social environment. ( Djatmiati    &    Hadjon  , 2005)

Parents with democratic parenting tend to provide dialogue spaces for children to get used to discussions about religious differences, and do not impose a narrow point of view. They also often provide concrete examples in daily life, such as making friends with people of different faiths, avoiding hate speech, and inviting children to be respectful of other people's beliefs.

In interviews, some parents said that they not only teach religion as an obligation of worship, but also as a means of forming good morals, one of which is mutual respect. On the other hand, an inclusive social environment also plays an important role in reinforcing the values taught at home. In interviews with elementary school teachers, it was found that schools actively integrate the values of tolerance into learning, both through formal curricula such as Pancasila and Citizenship Education subjects, as well as in extracurricular activities such as cross-class community service or religious holiday celebrations.

The teacher stated that students are invited to understand that diversity is part of the nation's identity, and they are trained to communicate with friends who have different religious or religious backgrounds in a polite and open way. Children who grow up in such a social environment show high social maturity and empathy in dealing with differences.

On the other hand, children who show a less tolerant attitude towards religious diversity generally come from families with authoritarian or permissive parenting styles that have little to do with the value of diversity. In some interviews with children, it was revealed that they were taught that only their religion was absolutely true, while other religions were considered heretical or false. Children like this tend to feel afraid or suspicious of people of different religions, and are reluctant to interact with them.

This situation is further exacerbated if the environment in which they live is also homogeneous and less open to differences. In cases like this, children don't have real experiences that can challenge stereotypes that are ingrained from childhood. They are not used to seeing diversity as something natural, but rather as a threat to their personal beliefs.

Thus, the results of this research and interviews show that the relationship between parenting and the social environment is reciprocal and mutually influential in shaping children's tolerant behavior towards religious diversity. An open parenting style without the support of a supportive environment may be less effective, and conversely, an open social environment also requires support from the family so that the values of tolerance are truly deeply embedded.

The role of parents as the first educator at home and social environment as a space for value actualization must go hand in hand. Therefore, to grow a generation that is tolerant and respectful of diversity, a holistic approach is needed, including healthy family education, inclusive schools, and a society that is open to religious differences as part of the nation's cultural wealth. (Karim et al., 2025)

Based on the results of research and interviews that have been conducted, it can be concluded that parental parenting and the social environment have a close relationship and support each other in shaping children's tolerant behavior towards religious diversity. Democratic, open, and communicative parenting has been proven to encourage children to develop mutual respect, understand differences, and form empathy for others who have different beliefs.

Children raised in such families are more likely to accept diversity as a natural social reality. On the other hand, an inclusive social environment that respects religious differences also plays a big role in strengthening the values of tolerance instilled by parents. The school environment, peers, and community activities provide a real space for children to practice tolerant attitudes in daily life.

In contrast, authoritarian, closed, or permissive parenting, especially when reinforced by a narrow and exclusive social environment, tends to result in children who are less tolerant, easily prejudiced, and even afraid of diversity. Therefore, good parenting needs to be balanced with a supportive social environment, so that positive values can develop in children as a whole. The harmony between education in the family and children's social experiences is the main key in forming a generation that is tolerant, open, and able to live in harmony in a pluralistic society.

DISCUSSION

Based on the results of interviews with five respondents from Hutaraja Tinggi District, it is explained that religious tolerance is an attitude of respecting differences in religion and beliefs owned by others. In Manoti Village, Hutaraja Tinggi District, the heterogeneous life of the community requires the development of tolerance from an early age. Environmental factors and parental parenting have an important role in shaping religious tolerance attitudes in children. Religious tolerance is an attitude of respecting differences in religion and beliefs owned by others. ( Fitra et al., 2024)

Parental parenting and social environment significantly affect the formation of religious tolerance behavior in children. Parenting is the initial foundation in the process of internalizing the values that children receive from an early age. Democratic parenting, characterized by open communication, healthy freedom of opinion, and the application of rational discipline, has been proven to have a positive impact on the way children understand differences, including in terms of religion. ( Tilaar , 2002)

In interviews with several parents in Mananti Village, it was found that parents who accustom children to discuss religious differences, as well as instill the value of affection for everyone regardless of their religious background, give birth to children who have an open, empathetic, and not easily hateful attitude. In Manoti Village, Hutaraja Tinggi District, the heterogeneous life of the community requires the development of tolerance from an early age. (Santrock, 2011)

Environmental factors and parental parenting have an important role in shaping religious tolerance attitudes in children. The social environment plays a big role in the formation of children's character and attitudes, including religious tolerance. A heterogeneous environment with various religious backgrounds provides opportunities for

children to learn to appreciate differences. Allah says in (QS. Al-Hujurat: 13):   (Ministry of Religion of the Republic of Indonesia, 2014)

يٰٓأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ

"O mankind, verily We created you from a male and a female and made you into nations and tribes so that you may know one another. Indeed, the most noble among you in the sight of Allah is the most pious among you." (QS. Al-Hujurat: 13)

This verse explains that diversity is God's will, and humans are commanded to know each other, not to insult or hate each other. Therefore, parents who instill religious values in a wise and peaceful way will find it easier to form the character of children who respect differences. Likewise, parental parenting greatly affects the formation of children's character, including in terms of religious tolerance. Parents who set an example of living in harmony with followers of other religions will encourage children to behave similarly. Hadith of the Prophet PBUH:   (Shihab, 2007)

كُلُّ مَوْلُودٍ يُولَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

"Every child is born in a state of fitrah (holiness), so it is his parents who make him a Jew, a Christian, or a Magi."   (Al-Bukhari, 846)

The formation of religious tolerance in children in Mananti Village is greatly influenced by environmental factors and parental parenting. An inclusive social environment and parenting that prioritizes the values of tolerance will encourage children to have an attitude of respecting religious differences. In addition, the social environment around children also plays a major role in supporting or inhibiting the development of tolerant attitudes. In Mananti Village, the community is known to be quite open to religious diversity even though demographically it is dominated by one religion.

In daily life, children are invited to participate in joint social activities such as mutual cooperation, village events, and school activities that are collaborative across groups. These social experiences enrich children's understanding of the importance of peaceful coexistence. In the context of formal education, teachers play an important role in shaping the character of tolerance. Teachers who teach Pancasila values, diversity, and respect for human rights actively create inclusive learning spaces.  (   Sugiyono   , 2021)

In Islam, the example of the Prophet Muhammad (peace be upon him) is also a strong foundation in learning tolerance. In the Charter of Medina, the Prophet (peace and blessings of Allaah be upon him) established the principle of coexistence between Muslims, Jews, and other groups in Medina with respect and justice. This shows that Islam not only recognizes differences, but also regulates the ordinance of living together peacefully.

However, from the observation results, it was also found that children did not show a tolerant attitude. Generally, they come from families that practice authoritarian parenting, lack space for discussion, and tend to impose their beliefs without providing a complete understanding of diversity. If this is reinforced by a homogeneous and exclusive environment where children rarely or never interact with people of different religions—then there will be a greater likelihood of prejudice, stereotypes, and even discriminatory attitudes.   (Santrock, 2011)

Thus, it can be concluded that the formation of religious tolerance attitudes in children is not the result of a single factor, but is the result of an interaction between the values instilled by the family and the real experiences that children gain from the social environment. These two factors need to run synergistically. Without the support of wise parents and a conducive environment, children will have difficulty understanding the meaning of tolerance in its entirety. Therefore, character education based on moderate religious values and open social experiences must be a priority in child development in this multicultural era.

## CONCLUSION

The results of the study showed that environmental factors and parental parenting have a significant role in shaping children's religious tolerance attitudes in Menanti Village, Hutaraja Tinggi District. In general, children who grow up in an open, cooperative, and often involved in interfaith social activities tend to have a high level of tolerance. Village communities that uphold the values of togetherness and mutual cooperation without distinguishing religious backgrounds provide a real example for children about the importance of living in harmony in diversity.

On the other hand, parental parenting also has a big influence. Children who are raised with a democratic upbringing, where parents teach the value of respecting differences, openly discussing other beliefs, and providing moderate religious understanding, show a more open attitude and respect for adherents of other religions. In contrast, children who experience authoritarian or exclusive parenting tend to show a closed attitude and even have prejudices against other beliefs. Thus, it can be concluded that the combination of an inclusive social environment and an open parenting style is the main determining factor in shaping the attitude of religious tolerance of children in the region.

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