

# ***Tantri Kamandaka* as a Mean of Stimulating Children's Emotional Intelligence during the Covid-19 Pandemic**

Desak Made Yoniarini<sup>1\*</sup> and Siti Zaenab<sup>2</sup>

<sup>1</sup>Departement of Hindu Religion Education, IAHN Gde Pudja Mataram, Indonesia

<sup>2</sup>Magister of Hindu Religion Education, IAHN Gde Pudja Mataram, Indonesia

**Abstract.** The Covid-19 pandemic has been going on for almost 2 years, and this has paralyzed many aspects of life, including the world of children. Children who used to be able to actively play and learn outdoors are now limited by government regulations regarding learning from home and local and national scale restrictions. The purpose of this study is to identify the values of life contained in *Tantri Kamandaka* and how to stimulate emotional intelligence in early childhood with *Tantri Kamandaka*. This research is a literature review which is a qualitative research method. The primary data source came from the *Tantri Kamandaka* lontar, while the secondary source came from the *Tantri Kamandaka* translation books. The results of the research are presented with descriptive techniques. Based on the results of research on the values of life contained in lontar *Tantri Kamandaka* and these values can be used as a reference in stimulating the emotional intelligence of early childhood. In *Tantri Kamandaka*, there are 31 parts to the story, which starts with the story of King Jambu Dwipa, who marries a virgin girl every night and ends with the awareness of Raja Jambu Dwipa because of the story told every night by Ni Dyah Tantri. The method used in stimulating early childhood emotional intelligence with *Tantri Kamandaka* is the storytelling method, while the order is the first to choose a story, the second to determine the story schedule, the third to tell and explain the meaning of the story, and the last is to discuss.

## **1 Introduction**

Indonesia, as a large country, has a diverse culture rich in noble values of the nation. The values that form the basis for the entire Indonesian nation in living the life of the nation, state, and everyday life. One of the cultural heritages of the Indonesian nation is literary works that are old but can still be used as a foundation in living life for both children and adults. One of the literary works that are rich in value and moral education is *Tantri Kamandaka*.

Looking at the current conditions, where there are many people who do emotional things at home or in public areas if things like this are seen by children, they will emulate them, and Indonesia's younger generation has no hope of progressing and developing. Children are the

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\* Corresponding author: yoniceper@yahoo.com

best imitators. They can imitate things that are seen around them, for example, in the family, school, or home environment. The development of life behavior in childhood will greatly influence the development and behavior in adulthood [1]. So, it is important that children are equipped with emotional intelligence, so they can sort and choose which ones are good and which are not good.

The term emotional intelligence was first put forward by a psychologist named Peter Salovey from Harvard University and John Mayer from the University of Hampshire in 1990 to explain the emotional qualities that seem important for success [2]. The importance of emotional intelligence in today's modern era is strongly supported by the role of the family in educating the psychology of their children. In early childhood, the family has a very significant role in developing children's emotional intelligence. This is because every day children interact more with their families, in this case with their parents. The role of parents is very important for children. Parents are used as models in behaving by children. Not only views but the mindset and values adopted by their parents are also followed by children [3].

The world of children is different from the world of adults. The world of children is play, imagination, and singing. Children develop their imagination with stories, so children will feel happy. Instilling emotional intelligence in children can be done by telling stories. However, the stories conveyed by parents to children must meet storytelling standards. The development of a child is very important. Educational and developmental psychology experts state that child development must also be generally understood if one wants to approach and master the world (literature) of children [4]. Fables can be an alternative or an option for parents as a means of stimulating children's emotional intelligence. In this case, *Tantri Kamandaka* is the best choice. It contains fable stories and also a cultural heritage from our ancestors which is a wealth for the Indonesian people. Stories are the most appropriate media for conveying lessons to children. Through storytelling, children can imagine the behavior of someone who becomes their idol and can be used as a role model by children [5].

Research discussing the effect of literary works on children's emotional intelligence has indeed been carried out, as well as research on *Tantri Kamandaka*. However, research that specifically discusses *Tantri Kamandaka* as a means to stimulate children's emotional intelligence has never been studied. Hence, this research is very important because, in *Tantri Kamandaka*, researchers will examine how many values are contained in it and whether these values can stimulate children's emotional intelligence as a provision to achieve another better future.

## 2 Method

This article is the result of research using literature research, which is part of qualitative research, so this research discusses the values contained in *Tantri Kamandaka*, which are used as a means of stimulating emotional intelligence in early childhood. The source of the data in this study is derived from primary data consisting of lontar kakawin *kamandaka tantri*. The primary source comes from *Tantri Kamandaka* translation books written by several authors. To analyze the research results used hermeneutic theory and cognitive theory.

## 3 Findings and Discussion

During the Covid-19 pandemic, children stayed at home, unable to carry out activities outside the home either with their parents, schoolmates, or friends. In such a condition, it was feared that it could cause children to become bored and even cause stress due to monotonous daily activities. COVID-19 can trigger or exacerbate violence and domestic violence. Experiencing such trauma and stress early in life can lead to adverse childhood experiences, which have

been linked to lifelong health problems by increasing the risk of chronic disease, mental illness, and lower life expectancy. The traumatic consequences of climate change can leave permanent effects on a child's mental health that continue into adulthood, including reduced ability to regulate emotions, aggressive behavior, deficiencies in cognition and communication skills, and weak academic performance [6]. With the risks stated by Pennea et al., parents must do positive things so that children remain productive during the golden age. Parents have a responsibility to make their children always happy, get protection, and continue to prioritize stimulating the intelligence that each child has. One of the intelligence that can be stimulated during the Covid-19 pandemic is emotional intelligence. Emotional intelligence is intelligence that focuses attention on recognizing, understanding, feeling, managing, and motivating both oneself and others and can apply these abilities in personal and social life [7]. The elements of emotional intelligence in achieving the behavioral characteristics referred to in this study are:

- a. Self-awareness
- b. Manage emotions
- c. Make productive use of emotions
- d. Empathy, and
- e. Building relationships [2]

*Tantri Kamandaka* is included in the distribution of prose literature written in Kawi [8]. The story of *Tantri Kamandaka* is a story passed down from generation to generation by parents to their children, especially for Balinese ethnic groups. The stories contained in *Tantri Kamandaka* are almost similar to the stories of the five tantras in India. Ni Dyah Tantri (*Tantri Kamandaka*) tells the story of a king in the Kingdom of Patali named Sri Maharaja Aiswaryadala. The surrounding kings respected, admired, and bowed to him and dutifully paid tribute every year. Nothing can match the glory of the king [9].

Parents play a very important role for children, especially during the Covid-19 period. Parents become role models for children, provide supervision to family members, provide for and meet family needs, as well as to guide and motivate children, provide education, maintain religious values, and carry out variations and innovative activities at home [10]. *Tantri Kamandaka* has many stories, and the stories are sequential, so parents must tell the stories well and in a simple way. For example, parents make a schedule to tell stories to their children. Storytelling schedule becomes very important both for parents and for children. Storytelling should be carried out when parents and children are in good condition, for example, after eating, when there is no work, and when all family members are together. Telling stories before going to bed can be a solution for parents and children. Apart from being a means of exchanging information and discussing, it is also a great time to get together.

Based on the results of the research, it can be described the values of life and emotional intelligence that can be stimulated by *Tantri Kamandaka*, namely:

### **3.1 Introduction (characteristics of Ni Dyah Tantri)**

The values of life contained in the first part are the values of loyalty and devotion to parents. Emotional intelligence that can be stimulated includes using emotions productively, building relationships and empathy. This opening story should be accompanied by a picture of a kingdom and a picture of a king so that the child's imagination will be well developed about the kingdom and its leaders. By providing an overview of the characteristics of Ni Dyah Tantri, parents can instill character values in their children so that they have a smart and good personality.

### **3.2 The Life of Lembu Nandaka**

The values of life contained in the story of Lembu Nandaka's life are religion, love, and intelligence. Emotional intelligence that can be stimulated includes using emotions productively, empathy, and building relationships. By telling the life of the Nandaka cow, parents instill the values of hard work and gratitude in their children so that children appreciate the things they have.

### **3.3 Friendship of Lembu Nandaka and King Singa**

The values of life contained in the story of the friendship between Lembu Nandaka and King Singa are religious and humble values. Emotional intelligence that can be stimulated includes friendship, managing emotions, empathy, and fostering. After telling the story, the parents explained the importance of a sincere friendship, which is based on dharma, and will last forever, but if the friendship that is developed can harm one or both parties, then it will be destroyed.

### **3.4 King Gaja Druma**

The values of life contained in the story of King Gaja Druma are loyalty and awareness. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After listening to King Gaja Druma's story, children are expected to learn many things, namely; 1) children will learn the meaning of loyalty from Prabu Raja Druma's bodyguards; 2) children learn not to easily believe what other people say; and 3) children learn to understand if we often listen to good things then we will have a good personality, conversely if we always listen to bad things then our personality will also be bad.

### **3.5 The Story of the Tortoise and the Swan**

The values of life contained in the story of the turtle and the swan are the value of friendship and the value of beauty. Emotional intelligence that can be stimulated includes managing emotions, empathy, and building relationships. After telling the story, the parents explained that it was very important to control oneself, especially emotions, so that one would not end up like a tortoise.

### **3.6 The Story of Titih and Tuma**

The life values contained in the Titih and Tuma stories are the values of friendship and awareness. Emotional intelligence that can be stimulated includes emotional management and relationship building. After telling the story, the parents will provide an explanation so that the child has patience and listens to advice from people who already have knowledge or are more experienced. Then children should not be greedy because greed is not good and can cause harm.

### **3.7 The Fish and the Cranes**

The values of life in the stories of fish and cranes are religious values and belief values. Emotional intelligence that can be stimulated includes self-awareness and relationship-

building. After telling the story of the fish and cranes, parents must explain to children not to easily trust strangers. This is also to avoid cases of child abduction or child trafficking.

### **3.8 King Malatunda**

The values of life in King Malatunda's story are the values of compassion and sharing. Emotional intelligence that can be stimulated includes managing emotions, empathy, and building relationships. After telling the story of King Malatunda, the child must be given an explanation to be careful in choosing friends because friends can also determine our future. For example, if we hang out with children who study hard, we will also study hard, but if we play with children who are lazy, then we will also be lazy.

### **3.9 The Cewanggara**

The values of life in the story of Si Cewanggara are the value of thoroughness and the value of loyalty. Emotional intelligence that can be stimulated includes managing emotions and building relationships. After finishing telling the story, the child must be given the understanding that is careful in speaking and make sure what you want to talk about is something that happened or other people who witnessed the incident.

### **3.10 King Singa dan King Rusa**

The values of life in the story of King Singa and King Rusa (Prabu Singa and Deer) are the values of love and friendship. Emotional intelligence that can be stimulated includes managing emotions and empathy. After telling the story of Prabu Singa and Deer, parents are expected to teach children that Solidarity is very important. Besides, children will learn to empathize with the sadness experienced by their friends.

### **3.11 Tinil Birds and its Eggs**

The values of life in the story of Tinil bird and its eggs are religious values and sincerity. Emotional intelligence that can be stimulated includes self-awareness and managing emotions. After telling the story of the Tinil bird and its eggs, children must be given an understanding of learning to accept life sincerely, not to regret and make them suffer.

### **3.12 The Monyet Yanti**

The values of life in the story of the Monyet Yanti are religion and satisfaction. Emotional intelligence that can be stimulated includes self-awareness and managing emotions. After telling the story of the monkey Yanti Anak, an explanation should be given about how important it is to be grateful for what we have. If we are never grateful, then we will become greedy and greedy, as in the story of the yanti monkey who has received a gift as an angel and then has to reincarnate as a monkey.

### **3.13 Sri Yadnya Dharma Svami**

The values of life in Sri Yadnya Dharma Swami's story are religion, love, reciprocation, and awareness. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the

story of Sri Yadnya Dharma Swami, the parents explained the importance of having compassion for all of God's creation, repaying the kindness of others as an obligation, respecting a priest or holy person, remembering ancestors, apologizing if wrong and having to think with a cool head before making a decision.

### **3.14 The Surada dan the Walacit**

The value of life contained in the story of Si Surada and Si Walacit is truth. Emotional intelligence that can be stimulated includes self-awareness, empathy, and building relationships. After telling the story of Si Surada and Si Walacit, parents are expected to provide an explanation about the law of karma phala, to do justice, but if you cannot do justice, it is better to remain silent.

### **3.15 Dang Hyang Manawa**

The value of life contained in the story of Dang Hyang Manawa is the value of wisdom. Emotional intelligence that can be stimulated includes empathy and building relationships. After telling the story of Dang Hyang Manawa, the parents explained using their knowledge and abilities for good things.

### **3.16 The Story of Yuyu**

The value of life in the story of Si Yuyu is the value of solidarity. Emotional intelligence that can be stimulated includes empathy and building relationships. After telling the story of Si Yuyu, parents explain to children to repay someone's kindness.

### **3.17 The Manyar Bird and the Monkey**

The life value content of the story of the Manyar bird and the monkey is the value of thoroughness. Emotional intelligence that can be stimulated includes self-awareness and managing emotions. After telling the story of the weaver bird and the monkey, the parents explained that not everyone is suitable for a particular job. Likewise, a teacher must choose good students because otherwise, it will harm the teacher.

### **3.18 The Monkey and the King**

The value of life contained in the story of the monkey Yanti and the king is the value of trust. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, and using emotions productively. After telling the story of the monkey and the king, parents explain to children to be careful in trusting others and to be careful in acting so as not to harm others.

### **3.19 The Monkey and the Hunter**

The values of life in the story of the monkey and the hunter are religious values, values of sincerity, and values of compassion. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the story of the monkey and the hunter, the parents must explain a few things, namely: whatever happens, you must stay on the path of dharma, don't blame

others easily, and always think positively. Intelligence is the key to fighting danger and staying calm in all situations.

### **3.20 The Goat and the Tiger**

The values of life in the story of the goat and the tiger are the value of courage and the value of trust. Emotional intelligence that can be stimulated includes self-awareness and managing emotions.

After telling the story of the goat and the tiger, the parents explained that children must be taught to have the courage to fight against injustice and arbitrariness, to fight with intelligence, not with fighting muscles. Today there are many cases of bullying against those who are weaker, so children must be taught to defend themselves.

### **3.21 The Arrogant Elephant**

The values of life in the story of the arrogant elephant are the value of intelligence, the value of cooperation, and the value of self-awareness. Emotional intelligence that can be stimulated includes managing emotions, using emotions productively, and building relationships. After telling the story of an arrogant elephant, parents must explain that children must be reminded not to be arrogant if they have the strength, and the principle of 'united, we stand, divided' fall must be taught from an early age, especially in groups.

### **3.22 Bhagawan Wasista**

The values of life in the story of Bhagawan Wasista are religious values and values of sincerity. Emotional intelligence that can be stimulated is self-awareness. After telling the story of Bhagawan Wasista, parents must explain to their children that they must be responsible, everyone has responsibilities, so no matter what happens in his life, that person cannot be negligent about his responsibilities. If the child is responsible for learning, then the child must learn whatever happens.

### **3.23 The God Indra dan the Parrot**

The values of life in the story of God Indra and the parrot are the values of persistence and the value of sincerity. Emotional intelligence that can be stimulated includes self-awareness and productive use of emotions. After telling the story of God Indra and the parrot, parents must explain to children to learn to be sincere. Something that is lost, or dies does not need to be regretted because it will not come back or live again.

### **3.24 The Great Monk and the Hunter**

The values of life in the story of the Great Monk and the hunter are the value of intelligence and the value of enjoyment. Emotional intelligence that can be stimulated includes using emotions productively and managing emotions. After telling the story of the Great Monk and the hunter, parents explain to children that children appreciate enjoying food and how to be smart in buying things.

### **3.25 The Tinil Bird and the Garuda**

The values of life in the story of the Tinil and the Garuda are the values of friendship and the value of trust. Emotional intelligence that can be stimulated includes empathy and building relationships. After telling the story of the Tinil and the Garuda, parents must explain to their children that they like to help their friends.

### **3.26 The Maggot Bird and the Tiger**

The values of life in the story of the maggot bird and the tiger are the values of love and gratitude. Emotional intelligence that can be stimulated includes managing emotions, using emotions productively, empathy, and building relationships. After telling the story of the maggot and tiger, children must get used to saying thank you after getting help.

### **3.27 The Kepuh Tree**

The values of life in the story of the kepuh tree are the value of friendship and the value of gratitude. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the story of the kepuh tree, the child must be given an explanation so that they are not greedy and must keep their promises.

### **3.28 The Crow Named Siaruda**

The value of life in the story of the crow named Siaruda is the value of intelligence. Emotional intelligence that can be stimulated includes self-awareness and managing emotions. After telling the story, the child is given an explanation for thinking intelligently in solving the problem.

### **3.29 The Three Snakehead Fish**

The value of life in the story of the three-snakehead fish is the value of brotherhood and the value of accuracy. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the story of the Three Snakehead Fish, parents provide explanations to children so that they can learn to make decisions from an early age.

### **3.30 The Batur Taksaka**

The values of life in the story of Batur Taksaka are the values of religion, the values of love, and the values of patience. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the story of Batur Taksaka, children must be given an explanation to always keep their promises.

### **3.31 King Sri Ari Dharma**

The values of life in the story of King Sri Ari Dharma are religious values and sincerity values. Emotional intelligence that can be stimulated includes self-awareness, managing emotions, using emotions productively, empathy, and building relationships. After telling the



story of King Sri Ari Dharma, the children should be given an explanation to always carry out their obligations and stay true to their words.

Children really like to listen to stories, and instilling values in children with media stories is very effective because they are easy for children to understand. Storytelling activities can affect the social, emotional aspects of children. Children's emotional intelligence can be trained by parents and teachers through storytelling activities. Storytelling activities can affect the social-emotional aspects of children [1].

By listening to the stories in *Tantri Kamandaka*, it is hoped that parents can stimulate their children's emotional intelligence as early as possible, especially during the Covid-19 pandemic, which has yet to find a solution like this. Children must still receive attention, affection, and guidance from their parents.

## 4 Conclusions and Suggestions

### 4.1 Conclusions

Based on the results of the study, it was found that there are 31 parts of the story in *Tantri Kamandaka*, which contain life values that are sourced from ideas, ideas and the culture of the Indonesian nation, which is very rich, then the story of *Tantri Kamandaka* can be used as a medium to stimulate emotional intelligence in early childhood, especially during the covid-19 pandemic.

### 4.2 Suggestions

For parents, the choice of words in telling stories must be well thought out. The words used must be positive and avoid harsh words. Telling stories does require expertise because not everyone can tell stories well. Therefore, parents must hone their storytelling skills so that the message conveyed in the story can be digested by children properly, and the words used can become a source of vocabulary for early childhood. Not all stories in *Tantri Kamandaka's* stories can be digested by children, so parents must choose which stories to tell repeatedly, and which stories do not need to be told to children.

**Authors' contributions.** In this study, the first author was tasked with collecting data and analyzing the data, while the second researcher was tasked with accompanying and providing input in the research process up to the publication of the article.

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