

Teachers' Efforts in Shaping the Disciplinary Character of Children Aged 4-5 Years In Reo Unity Kindergarten

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Abstract. This research explores disciplinary behavior problems in children at Reo Unity Kindergarten. This research aims to analyze and describe teachers' efforts to shape the disciplinary character of children aged 4-5 years. This aim was achieved by applying descriptive research methods with a qualitative approach. The subjects in this research were two teachers. The research instruments used were observation sheets, interview guides, and documentation studies. Test the validity of the data using triangulation techniques and data analysis techniques using the Miles and Huberman interactive model. The results of the research show that the teacher's efforts to shape the disciplined character of children aged 4-5 years at Reo Unity Kindergarten are through the exemplary method by providing examples of always arriving on time, being able to estimate the time needed to complete something, using objects, obeying agreed rules. How to get used to it: give examples of following walking movements and praying before and after activities, picking up and returning objects to their places, being orderly in waiting your turn, and being aware of the consequences if you are not disciplined. Storytelling method: telling stories so that you always arrive on time, use objects according to their function, take and return objects in their place, wear neat clothes to school, orderly wait your turn, be aware of the consequences if you are not disciplined.

Keywords: Teacher effort; disciplinary character; children aged 4-5 years

1 Introduction

Children aged 4-5 years are part of early childhood, termologically referred to as preschoolers. Early childhood is a sensitive period; children begin to be sensitive to accept various efforts to develop all the potential that exists in them. A period in which the maturation of physical and psychological functions are ready to respond to stimulation provided by the school environment. Many children still do not understand the rules for behaving or playing. Not being able to clean up toys after playing, dispose of garbage in its place, dress neatly by day, and orderly waiting for your turn when washing hands. This period is the right time to lay the first foundation for developing all physical, cognitive, language, social-emotional, self-concept, discipline, artistic, moral, and religious values [1].

Early childhood is a level of education before basic education, which is a coaching effort aimed at children from birth to the age of six years. It is carried out thoroughly, covering all

aspects of optimal development. Instilling disciplinary character can be done through character education for children aged 4-5 years to instil good values into habits when they grow up or at the next level of education. The character values that must be taught to students from birth are trustworthiness, discipline, honesty, respect, caring, responsibility, courage, and fairness. Therefore, at this time, the child is experiencing an extraordinary process of growth and development. Children also do not have many negative influences from outside or the environment, so teachers will find it much easier to direct and guide their students, especially in experience and fostering character education values [2]

Character is an active effort to form good habits that need to be instilled continuously as a good trait of children since childhood because it is easier to form children's character. Character Education is an effort to help the growth of children's souls both outwardly and mentally, and the values of human behaviour related to God Almighty, oneself, fellow humans, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and deeds. Character education can not only make a child have noble morals but also can increase his academic success. So, children of good character are those who have high emotional and spiritual maturity. Character consists of 3 interrelated parts: moral knowing, feeling, and behaviour. That is, humans with character are individuals who know about goodness, want and love goodness (loving the good), and do good (acting the good) [3].

One of the characteristics that has an important role is discipline. Early childhood discipline is an attitude of compliance with applicable rules at home, school, and community, carried out by children aged 0-6 years. So it is said that discipline is a guidance process that aims to instil certain patterns, certain habits, or form humans with certain characteristics that improve mental and moral quality [4]

Discipline is the behaviour of someone who learns himself or voluntarily follows a leader; parents and teachers are leaders, while children are students who learn from adults about life, which leads to a useful and happy life in the future. Discipline is an important behaviour to be cultivated from an early age. Discipline behaviour is important to develop in children aged 4-5 years because, at this age, children should begin to recognize rules even though they are still egocentric. In addition, children will also behave according to social norms and avoid behaviour that is not by these norms. The discipline characteristic of children aged 4-5 years is that children begin to understand the relationship between bad behaviour and the consequences it gets. From this understanding, it can be concluded that discipline is one of the attitudes that accustom children who obey the agreed rules to do good deeds.

Teachers' efforts in shaping the disciplinary character of children aged 4-5 years include lining up neatly before entering class, dressing neatly, praying before and after learning, tidying up toys after use, eating together, and disposing of garbage in its place. Teachers are people trusted by parents to be educators of children in institutions. Teachers are expected to be role models and reliable for students and their environment. The existence of teachers is one of the components of education that is very influential on the results of the teaching and learning process in schools, and teachers have a very close relationship with students. These factors are very important for a child, so a teacher must cultivate good behaviour in the child. Teachers need to form a disciplinary character in children as early as possible even though there are children who assume that children still do not have a big responsibility. Forming character or noble morals can create an orderly, safe, and prosperous society, so character values become an important foundation for forming a civilized and prosperous society. Getting children used to being disciplined in everything will make it easy for children to place themselves wherever they are. Efforts to shape teacher discipline behaviour use three exemplary methods, habituation methods, and storytelling methods to teach children by arriving on time, estimating the time

needed to complete certain tasks or activities, using objects according to their functions, trying to obey agreed rules, cleaning up their toys after playing, throwing garbage out of place, patiently waiting for their turn to wash their hands, can realize the consequences if not disciplined. The teacher's role is to help the child's development process and optimally actualize the child's goals. This is because children are weak and need others to grow and develop. The efforts of modern-day teachers are increasingly widespread; teachers not only channel knowledge but, more than that, also play a role in instilling children's character, especially in early childhood institutions.

Based on observations made on October 31-November 24, 2022, at Reo Union Kindergarten, the efforts made by teachers lacked discipline, so researchers found that 5 out of 16 children had not shown disciplinary character. This is characterized by the fact that there are still children who are late for school; in addition, it is still found that children who do not do tasks on time, children who do not use objects according to their functions, and children who do not clean up their toys after playing. In addition, there are still children who throw garbage out of place. Also, it was still found that children did not wear clothes that had been determined based on the day. However, it was also found that children could not wait for their turn; for example, there were still children fighting each other to wash their hands. So, by using exemplary, habituation, and storytelling methods, teachers form disciplinary characters in children. A teacher is very influential in disciplining behaviour children because children imitate these behaviours ranging from simple things such as washing their own hands, cleaning up toys after use, using neat clothes, and disposing of garbage in its place.

1.1 Character Building for Children

The formation of the disciplinary character of children aged 4-5 years is very important for schools to become a foothold in implementing character education in schools [5]. Two factors form character, namely internal and external. Internal factors can be seen from 1) the child's age maturity also influences character formation; 2) educators are consistent with what children have been accustomed to; 3) educators and students are consistent with the agreed rules; 4) the teacher gives examples or examples; and 5) educators are competent in enforcing discipline.

Meanwhile, external factors that support the formation of disciplined character are; 1) there is cooperation between parents and teachers through the school committee or directly with the teacher to ask how the child is doing in class that day; 2) there are no examples of parents or people closest to the child such as family; 3) parents are passive about their child's development; and 4) some parents do not cooperate with the school.

1.2 Definition of Discipline

Discipline comes from the same word as "disciple," which is when someone learns to voluntarily follow a leader [6]. Parents and teachers are leaders, and children are students who learn how to live a useful and happy life. So discipline is the way society teaches children to behave morally. Discipline is different from punishment; discipline is an absolute necessity in childhood [7]. This period is the most effective time for the formation of children's behaviour. Through discipline, children learn to behave according to conditions at school and in the surrounding environment. Punishment is one element of discipline needed to discipline children [8].

Parents and teachers are leaders, and children are students who learn how to live a useful and happy life [9]. So discipline is the way society teaches children to behave morally that is approved by the group. Discipline is different from punishment; discipline is an absolute necessity in childhood. This period is the most effective time for the formation of children's

behaviour. Through discipline, children learn to behave according to conditions at school and in the surrounding environment [10]. Punishment is one element of discipline needed to discipline children. Discipline is a necessary process so that a person can adjust himself. The disciplined and orderly way of life that we instil should be felt for the benefit of the child, and the child can realize that if he is not disciplined or regularly eats, he will suffer. In addition, parents also need to show the child that the reprimand and even punishment against them is because the father and mother love and want them to be good people, not because they hate them.

Discipline is an action that shows obedience, order, respect, and compliance with applicable decisions, rules, regulations, and orders [11]. Discipline is an important asset to face various life challenges and problems that you and others will face. Discipline is the key to success in overcoming this. In addition, other things make it important to instil and cultivate disciplined character in children, such as learning more consistently, understanding the importance of time, teaching honesty, increasing a sense of responsibility, and living regularly and healthily.

Based on this description, it can be concluded that early childhood discipline is a condition that is created and formed through a process and series of behaviours that show the values of obedience, obedience, loyalty, and/or orders that apply, both at home, school, and community carried out by early childhood. Discipline applied to children aged 4-5 years is one of the character values in early childhood; when children can be disciplined, the child will be able to direct himself without the influence of those around him.

1.3 Indicators of Discipline Character

Guidelines for character education in early childhood education, directorate of early childhood education development, directorate general of early childhood, non-formal and informal education of the Ministry of National Education [12]. There are seven indicators of early childhood character values, which are as follows: 1) Always arrive on time. At this early stage, the teacher must first teach the routine habits that are usually done in school. The routine starts from attending school on time; children are required to gather on the school grounds before entering class. Teachers must be able to create a good and close relationship with children so that children will feel comfortable and safe when together with their teachers. Children are said to be disciplined if they can come to school on time; 2) Can you estimate the time it will take to get things done. Children can complete tasks ordered by their teachers according to a predetermined or mutually agreed time; 3) Use objects by their functions. Children can use objects at school according to their functions; 4) retrieve and return objects in their place. Children are disciplined if they are responsible for objects that have been used and can be returned to their original place; 5) trying to obey the agreed rules. Children can obey the agreed rules. For example, if the school entrance time is 07:30, then the child is in the scope of school before 07:30; 6) orderly waiting for a turn. Queuing for children is a very important habit because it shapes their character until adulthood. The benefits of queuing include practising patience, learning to respect others, and practising social skills. By knowing the benefits of queuing, we can teach children to get used to queuing early, including; 7) get children used to waiting for their turn in various activities at school, such as queuing when marching, queuing to enter class, queuing during play activities; 8) Give appreciation or reward when children successfully wait for their turn in an orderly manner; and 9) realize the consequences of not being disciplined. Children will realize if they are not disciplined. For example, when he is late for school, he will receive a reprimand or punishment given by the teacher.

1.4 Teachers' efforts in shaping disciplinary character in children aged 4-5 years

Aaaa Effort is an effort, reason, or effort to achieve a goal of solving problems, finding solutions, and so on. Striving is trying, endeavouring, doing something to find a reason (way out), and so on. Effort is an effort made with a certain purpose so that all existing problems can be resolved properly and the expected goals can be achieved.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education [13]. The success of student learning progress and the achievements made by students require authentic data that is believed and has validity. The progress of students is a vital factor for the developmental needs of the continuity of the educational process [14]. The high and low quality of education is influenced by several factors. One of those factors is discipline. Discipline is a way to correct or correct and teach children good behaviour without damaging the child's self-esteem (it should not make the child feel ugly or worthless to humans) so that early childhood toddlers have the following characteristics: great curiosity, love to ask, high imagination, broad interest, Not afraid of being wrong, dare to take risks, love new things, enjoy exploring moving environments, enjoy throwing sand, pushing friends, seizing toys and difficult variety in various ways [15]. Therefore, to create and instill discipline in children, the efforts that teachers need to make in instilling early childhood character education, especially its implementation in schools, are through several methods as suggested by [16], namely as follows.

First, exemplary. An example is the essential element for changing life behaviour. The exemplary method is a way of teaching knowledge by modelling directly to children [17]. The exemplary method used in the learning process at school is more directed at the competence of the teacher himself; with a good example, children will follow the movements of everything done and exemplified by the teacher. Teachers can be role models for children. For example, teachers can guide children to form a solid attitude. The harmony between the words and actions of the teacher will mean a lot to a child, and if there is a mismatch between the words and actions of the teacher, then the child's behaviour will not be right.

Second, habituation. The habituation method is one way that is done to accustom children to think, behave, and act according to religious teachings [18]. This method is very practical in coaching and building early childhood character in improving habituation in carrying out an activity at school. At an early age, the trait that tends to exist in children is to imitate what is done by the people around them. Habituation is the cultivation of fatigue in doing and saying something so that the right methods can be mastered by children.

Third, Storytelling. The method of storytelling can make the classroom atmosphere natural, even if there must be transmission and order of cultural values; through telling stories, children become eager to learn because children like to be given stories [19]. Stories are one way to attract a child's attention. Stories that children like are stories related to the animal world. The storytelling method is a way of delivering learning material through stories or stories that can attract the attention of students.

2 Method

This goal is achieved by applying descriptive research methods with a qualitative approach. The subjects in this study were two group A teachers at Reo Union Kindergarten. The data collection techniques used in this study were observation, interviews, and documentation. The research instruments used are observation sheets, interview guidelines, and documentation

studies. Test the validity of the data using triangulation techniques. Data analysis techniques used in Miles and Huberman's interactive model consist of data reduction, data presentation, and inference.

3 Results and Discussion

3.1 Exemplary Method

The Based on the results of research that has been conducted at Reo Unity Kindergarten show that Reo Unity Kindergarten has applied an exemplary method, namely Always arriving on time, being able to estimate the time needed to complete the activities carried out in class, being able to use objects according to their functions, trying to obey the rules by dressing neatly.

Efforts to form disciplinary character are strengthened by the results of research conducted by [20], stating that in forming disciplinary character, the exemplary method is a way of teaching knowledge by modelling directly to children. The exemplary method used in the learning process at school is more directed at the competence of the teacher himself; with a good example, children will follow the movements of everything done and exemplified by the teacher. Teachers can be role models for children. For example, teachers can guide children to form a solid attitude.

Teachers' efforts in shaping the disciplinary character of children aged 4-5 years in Persatuan Reo Kindergarten by applying exemplary methods include teacher activities in shaping the disciplinary character of children aged 4-5 years in Reo Unity Kindergarten in the form of welcoming children to come and preparing children to follow the lines before entering class. Help children do tasks on time. Teach them to sit neatly, wash hands, and throw garbage in its place. Use neat clothes based on the day will bring prosperity to all people.

3.2 Habituation Method

Based on the results of observations and teacher interviews at Reo Union Kindergarten on May 22-31, 2023, information was obtained that the method used by teachers in learning is the storytelling method, which includes teachers applying storytelling methods to form disciplinary characters in children, teachers tell discipline behaviour to come on time to children, teachers tell children to use objects according to their functions, The teacher tells the child to pick up and return the object in its place, the teacher tells the child if he violates the rules not to use neat clothes, the teacher tells the child to be orderly in waiting for their turn, the teacher involves the children in the story process of realizing if they are not disciplined.

Efforts to form disciplinary character are strengthened by the results of on habituation methods as one way to familiarize children with thinking, behaving, and acting through religious teachings [11]. This method is very practical in coaching and building early childhood character in improving habituation in carrying out an activity at school.

The teacher's efforts in shaping the disciplinary character of children aged 4-5 years at Reo Unity Kindergarten have applied habituation methods in the form of familiarizing, training, and giving advice every time children do play activities and remind them to clean up the toys used and return them to their place. Give examples to children by taking playgrounds for children, then tidying up the playground and returning it to its place, and accustoming children to line up when washing their hands. If children show some of the above habits, then the teacher gives praise in the form of words and gives gifts in the form of snacks for children who are quick to do assignments.

3.3 Storytelling Method

Based on the results of research that has been conducted regarding teachers' efforts in shaping children's disciplinary characters in Reo Unity Kindergarten, it shows that teachers apply storytelling methods to form disciplinary characters in children, use stories to teach discipline values to children, tell children to discipline behaviour to arrive on time, tell children to use objects according to their functions, tell children to pick up and return objects In its place, telling children if they violate the rules not using neat standards to school, telling children to be orderly in waiting for their turn, involving children in the process of telling stories to realize if they are not disciplined.

Efforts to form disciplinary character are strengthened by the results of [21] stating that in forming disciplinary character, The storytelling method can make the classroom atmosphere natural, even if there must be transmission and order of cultural values; through telling stories, children become eager to learn because children like to be given stories. Stories are one way to attract a child's attention. Stories that children like are stories related to the animal world. The storytelling method is a way of delivering learning material through stories or stories that can attract the attention of students.

The teacher's efforts in shaping the disciplinary character of children aged 4-5 years in Persatuan Reo Kindergarten by applying the storytelling method include activities consisting of orderly children listening to stories from friends and sitting neatly. The importance of arriving to school on time. Apply discipline character to children to use objects according to their functions; for example, child chairs can be used to sit, and trash cans are used to dispose of garbage. Set a good example for your child by wearing neat clothes every day. Tell the child to wait for his turn to wash his hands before entering class. Exemplify to children to throw garbage in its place.

4 Conclusion

Based on the results of research and discussion about Teachers' Efforts in Shaping the Disciplinary Character of Children Aged 4-5 Years in Reo Unity Kindergarten, it can be concluded that there are three methods of teacher efforts in shaping children's disciplinary character, namely as follows. First, the Exemplary Method that the teacher's efforts in shaping the disciplinary character of children aged 4-5 years in Persatuan Reo Kindergarten applied an exemplary method that welcomes children to come and prepares children to follow the lines before entering class. Help children do tasks on time. Teach them to sit neatly, wash their hands, and use the trash can to take out the trash. Use neat clothes based on the day.

Second, the Habituation Method, the teacher's efforts in shaping the disciplinary character of children aged 4-5 years in Reo Union Kindergarten have applied the habituation method in the form of familiarizing, training, and giving advice every time children do play activities and remind them to clean up the toys used and return them to their place. Give examples to children by taking play tools for children to play with, and then we tidy up the play equipment again and return it to its place, accustoming children to line up when washing their hands. Compliments in the form of words, displaying children's work and snacks. Take out the garbage in the classroom and throw away the lunch box outside the classroom. Give examples to children on how to dispose of garbage in its place.

Third, the Story Method that the teacher's efforts in shaping the disciplinary character of children aged 4-5 years in Persatuan Reo Kindergarten have applied the storytelling method, which includes orderly children listening to stories from friends and sitting neatly. The importance of arriving to school on time. Apply discipline character to children to use objects according to their functions; for example, child chairs can be used to sit, and trash cans are used to dispose of garbage. Set a good example for your child by wearing neat clothes every day. Tell

the child to wait for his turn to wash his hands before entering class. Exemplify to children to throw garbage in its place.

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