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REACT LEARNING MODEL AS AN EFFORT TO REDUCE STUDENT ANXIETY IN MATHEMATICS LEARNING

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ABSTRACT

Mathematical anxiety is an emotional response to the entire mathematical activity that affects students' mathematical to psychological abilities. This anxiety is influenced by various factors, such as negative perspectives on mathematics, experiences of failing in learning mathematics, and others. Research data at one Christian High School in Tangerang shows that class X social studies students experience mathematical anxiety where students have difficulty concentrating, are restless, unconfident, and have headaches when learning mathematics. Anxiety affects students' self-confidence and makes the learning process not optimal, so it needs to be reduced. The selection of the REACT model as a solution to this problem leads to varied, contextual, and collaborative learning. The purpose of this writing is to find out the application of the REACT model in reducing the mathematical anxiety of X social studies students. The method used in the research is descriptive qualitative, where data is collected through questionnaires. The results show that the REACT model stages, namely relating, experiencing, applying, cooperating, and transferring, succeeded in reducing the anxiety of class X social studies students towards learning mathematics. During the application of the model, students are seen concentrating while studying, having confidence, daring to ask questions, and others. Applying the REACT model can be a solution for teachers to manage mathematical anxiety while leading students to realize their identity as imago dei who have been reconciled to God in Jesus Christ. Students are endowed with a Divine capacity to do God's work. Reflecting on the implementation of the REACT model, the author suggests recognizing the characteristics of each student the characteristics and collaborating the REACT model with other learning resources.

Keywords: Mathematics Anxiety, REACT Model Learning, Imago dei

ABSTRAK

Kecemasan matematika merupakan respons emosional terhadap seluruh aktivitas matematis yang memengaruhi kemampuan matematis sampai psikologis siswa. Kecemasan ini dipengaruhi oleh beragam faktor seperti perspektif negatif terhadap matematika, pengalaman gagal dalam belajar matematika dan lainnya. Data penelitian disalah satu SMA Kristen di Tangerang menunjukkan siswa kelas X IPS mengalami kecemasan matematika yang mana siswa sulit berkonsentrasi, gelisah, tidak percaya diri, sakit kepala saat pembelajaran matematika. Kecemasan memengaruhi kepercayaan diri siswa dan menjadikan proses pembelajaran tidak optimal sehingga perlu untuk dikurangi. Pemilihan model *REACT* sebagai solusi atas permasalahan ini mengarah pada pembelajaran yang bervaritif, kontekstual dan kolaboratif. Adapun tujuan penulisan ini yakni untuk mengetahui penerapan model *REACT* dalam mengurangi kecemasan matematika siswa X IPS. Metode yang digunakan dalam penelitian adalah kualitatif deskriptif, dimana data dikumpulkan melalui angket. Diperoleh hasil bahwa tahapan dalam model *REACT* yakni *relating, experiencing, applying, cooperating,* dan *transferring* berhasil mengurangi kecemasan siswa kelas X IPS terhadap pembelajaran matematika. Selama penerapan model siswa terlihat berkonsentrasi saat belajar, percaya diri, berani bertanya dan lainnya.

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Penerapan model *REACT* dapat menjadi solusi bagi guru untuk mengelola kecemasan matematika sekaligus menuntun siswa menyadari identitasnya sebagai *imago dei* yang telah diperdamaikan dengan Allah dalam Yesus Kristus. Siswa dianugrahi kapasitas Ilahi untuk mengerjakan pekerjaan Allah. Bercermin dari penerapan model *REACT*, penulis menyarankan untuk mengenali karakteristik serta mengolaborasikan model *REACT* dengan sumber belajar lainnya.

Kata Kunci: Kecemasan matematika, Model Pembelajaran *REACT*, *Imago Dei*

INTRODUCTION

One of the internal factors student's psychological that influence the learning process of mathematics is mathematical anxiety (Muqorobin & Triana, 2022). Khasawneh, Gosling, & Williams (2021) convey that mathematical anxiety affects mathematical ability in various conditions in everyday life and the learning process. Therefore, anxiety is a psychological response naturally apparent when faced with a problem (Faried & Nashori, 2013). In line with that, Saputra (2014) said that mathematical anxiety manifests feelings of anxiety, fear, and dislike that arise when participating in mathematics learning.

Christianity does not turn a blind eye to the existence of anxiety in man. The Christian faith believes and realizes that such anxiety does not lead people to problem-solving (Psalm. 46). In the learning process, anxiety affects human design created as beings who have the ability and capacity to learn (Redgrave, 2002). In the learning process, anxiety affects human design created as beings with the ability and capacity to learn (Redgrave, 2002). Just as if the existence of mathematical anxiety leads students to avoid mathematical things, students will never come to problem-solving. Awareness of this is only obtained if humans have the knowledge of the great God and the helpless man (Adhinarta, 2021).

Christianity believes that God created man in His image (Gen. 1:26-27). God created and prepared man with a Divine capacity to do good works (Murray, 1901). Humans are created to have reason, high cognitive abilities, and a moral character that can develop (Williamson, 2017). So, it should be through the knowledge of God in Christ that man realizes that anxiety is not a leader over his thoughts and actions. Sensitivity to the existence of anxiety in oneself can lead humans, especially students, to realize that there are still many things that need to be improved and developed in the process of learning.

Many factors that shape student anxiety in mathematics learning are opposing views on mathematics and mathematics teachers, poor learning experiences, insecurity, and low mathematical abilities of students (Rossnan, 2006). This is in line with the reality in the field where some previous research results show that many students still do not like mathematics, consider mathematics difficult, impractical, tedious, and require a high level of ability to learn it. (Siregar, 2017; Yeni, 2015). As a result, anxiety negatively affects students' mathematical

abilities (Soleh, Candiasa, & Widiartini, 2014; Auliya, 2013). Mathematical anxiety can also lead students to avoid mathematical things, including learning mathematics (Kristanti, 2009).

Regarding interactions with class X social studies students at one Christian high school in the Tangerang district, researchers suspect they experience anxiety in learning mathematics. The researcher then provided a questionnaire to prove the presumption. Referring to the results of filling out the mathematical anxiety questionnaire when studying the topic "Equations and Absolute Value Calculations of One Variable," 68.5% of students had difficulty concentrating, 68.4% of students expected failure of work related to mathematics, 68.4% of students experienced confusion, 52.6% of students felt unable to solve math problems, 78.9% of students felt confident only when able to understand the material and solve problems, 52.7% of students refused to do questions in front of the class, 42.1% of students were afraid to ask teachers or friends, 36.9% were afraid when participating in learning, 42.1% of students felt restless while learning mathematics, 63.2% of students were overthinking, 15.8% of students felt nauseous, 63.2% of students felt headaches while studying mathematics, and 73.7% of students experienced a rapid heartbeat while doing quizzes or math exams. The results above show that X social studies students experience anxiety about learning mathematics, which makes the learning process not optimal, so it needs to be reduced.

The REACT learning model is seen as one of the right solutions to overcome mathematics anxiety. The REACT model is a learning model with several stages: relating, experiencing, applying, cooperating, and transferring. REACT is a learning model that emphasizes understanding concepts and leads students to find the meaning of lessons by relating concepts to their relevance in everyday life (Cahyono, Sutarto, & Mahardika, 2017). This model's stages are considered exciting and effective in achieving successful mathematics learning (Wahyuni, Yati, & Fadila, 2020). REACT has also proven to be one of the solutions for developing mathematical skills, especially understanding concepts in mathematics learning at Kemala Bhayangkari High School (Lestari, Sahputra, & Lestari, 2021)

LITERATURE REVIEW

Mathematical Anxiety

Mathematical anxiety is a feeling that arises as a response to discomfort or emotional reactions when facing mathematical problems such as assignments or exams (Anugrah, Kusmayadi, & Fitriana, 2019). Agreeing with that, mathematical anxiety is a form of uncomfortable feelings toward mathematical activities (Rizki, Rafianti, & Marathi, 2019). According to Waheed & Mohamad (2011), mathematical anxiety is one factor that influences students' attitudes toward mathematics learning. Mathematical anxiety tends to lead students to avoid learning and not be able to learn mathematics (Tatiana, Pranuta Muranaka, & Wiyanti, 2018). This is because math anxiety is a form of students' inability to adapt to mathematics lessons which cause students to find it difficult to learn and feel unable to learn

it (Anita, 2014). Thus, it can be concluded that mathematical anxiety is part of the affective realm in mathematics. It appears to manifest uncomfortable feelings and a form of inability to carry out mathematical activities. If not managed properly, students find it difficult to adapt and feel unable to learn mathematics. In line with the understanding of Fadilah & Munandar (2019), this anxiety needs to be studied to improve the quality of learning because it makes students unfocused and difficult to accept and understand the teacher's explanation.

Some of the research results put forward the reasons that cause the formation of mathematical anxiety, namely the mathematical background of students who lack understanding, experience of failing in mathematics, study habits by relying on formulas, applications, and problems learned not related to real life, lack of concrete material exposure, personality types, negative approaches to mathematics, lack of confidence, approach, failure in the future, and inappropriate feelings and thoughts from those around (Mutlu, 2019; Mutodi & Ngirande, 2014; Rossnan, 2006). These things will affect students' cognitive, affective, behavioral, and physiological realms in mathematics learning (Olango, 2016).

Istikomah & Wahyuni (2018) divide indicators of mathematical anxiety into the cognitive realm, namely difficulty concentrating, self-confidence, self-ability, expecting failure of the affective realm, namely anxiety and feeling nauseous, and physiological will experience dizziness, heart rate & excessive sweating. Diana, Marathi, & Pamungkas (2020) conveyed indicators of students experiencing mathematical anxiety if (1) the cognitive realm is difficulty concentrating and low self-ability, (2) the affective realm by feeling restless, overthinking, nausea, not enjoying mathematics, and (3) the physiological realm, namely headaches, cold sweats, faster heartbeats. The same thing was also conveyed by Aprillia & Lestari (2022) that the indicators of mathematical anxiety are as follows: expecting failure, not being confident, anxious, nervous, palpitating, restless, and not liking mathematics. Setiawan, Pujiastuti, & Susilo (2021) also said that the indicators of students experiencing mathematical anxiety are fear of doing something, not wanting to do things that have been done before, expecting difficulties, anxiety, confusion, difficulty breathing, faster heart rate, feeling uncomfortable. Based on the exposure to the theory of mathematical anxiety indicators above, the indicators that will be used in this study cover three domains, namely cognitive, affective, and physiological /somatic, as follows:

Table 1. Mathematical Anxiety Indicators

Realm	Indicators
Cognitive	Concentration
	Expecting failure
	Confused
	Self-ability
	Confidence

Affective	Fear
	Restless
	Overthinking
Somatic/physiological	Nauseous
	Headache/dizziness
	Fast heart rate

These indicators are given to see students' anxiety in mathematics learning which will be reduced using the *REACT* learning model.

REACT Learning Model (_Relating, Experiencing, Applying, Cooperating, Transferring_)

REACT is an acronym for relating, experiencing, applying, cooperating, and transferring. REACT is one of the learning models of contextual learning based on the philosophy of constructivism (Fatimah, 2022). In its application, the REACT learning model certainly has advantages and disadvantages. The advantages of the REACT model include: (1) the five stages are designed to build gradual understanding starting from the basic understanding at the applying stage to a deeper understanding at the transferring stage (Anas & A, 2018), (2) involving active student participation and linking learning to real-world contexts and (Putri & Santosa, 2015; Feby & Abadi, 2020), (3) designed to create a varied and fun learning atmosphere (June & Ayu, 2018), (4) is collaborative to provide a broader understanding and build confidence by boldly conveying ideas and opinions in front of other students (Rizka, Syarifuddin, & Suherman, 2014). In addition to some of the advantages above, this model certainly has disadvantages, including (1) the difficulty of providing contextual examples in the context of everyday life (Selamet, Sadia, & Suma, 2013), (2) it takes a long time in its application and requires creativity, innovation and particular communication (Riadi, 2022).

The REACT model is seen as a model that can involve the active participation of students in the learning process through its five stages, namely: (1) Relating, a learning stage that connects with previous knowledge; (2) Experiencing, stages that provide students with a learning experience that includes problem-solving and other activities; (3) Applying, implementing the concepts he learned by doing practice questions; (4) Cooperating, interacting with other students in the learning process; (5) Transferring, applying concepts in different contexts (Fauziah, 2010). COR (Center for Occupational Research) defines and describes the stages of the REACT model, including the following: (1) Relating is a stage that connects the knowledge to be learned with students' understanding and circumstances in everyday life; (2) Experiencing is a stage that leads students to discover or explore basic concepts that require critical thinking through the inquiry method; (3) Applying is a stage that directs students to apply accepted concepts in solving mathematical problems and in

everyday life; (4) Cooperating is a stage in which students learn together, share and communicate with each other to train the cooperation of teachers and students as citizens who essentially coexist with others; (5) Transferring is a stage that leads students to apply knowledge and experience to acquire new things (Fatimah, 2022).

Based on several theoretical studies regarding the stages of the REACT learning model, the stages that will be adopted and applied in this study are as follows: (1) Relating, students are given apperception questions that are associated with application in real life and practice questions to relate them to their previous knowledge; (2) Experiencing, a stage that provides space for students to try to recognize new concepts given through discussion of questions; (3) Applying, students apply new knowledge gained by solving contextual problems; (4) Cooperating, students are given space to discuss with the teacher or in study groups, (5) Transferring, a stage that directs students to solve problems individually in the form of quizzes or do independent exercises.

The Relationship of the REACT Model to Mathematical Anxiety

Mathematical anxiety correlates with students' mathematical abilities. Some studies state that students with low anxiety levels have good mathematical abilities and can take responsibility for their tasks (Diana, Marathi, & Ultimate, 2020; Fani & Effendi, 2021). In addition, a competitive learning climate, less friendly teacher responses, irrelevant teaching and assignments, and strict and rigid classroom policies or learning systems also cause anxiety in students (Yanti, Erlamsyah, & Zikra, 2013).

Mathematical anxiety can be overcome by creating a varied learning process and relaxing in the classroom (Dwirahayu & Mas'ud, 2018). Nabilah, Umam, Azhar, & Purwanto (2021) added that mathematical anxiety could be overcome by creating a comfortable and pleasant learning atmosphere and presenting contextual learning by providing problems relevant to the student's situation.

The REACT model, with its five stages, is considered capable of solving the problem of mathematical anxiety. The REACT model provides a space for all students to be actively involved in the learning process so that it becomes effective and meaningful learning that helps students understand and master concepts (Sinaga & Silaban, 2020). The REACT model supports the development of cognitive aspects when constructing knowledge and relating previous understandings with new knowledge received (Dance & Rosana, 2019). The REACT model accommodates heterogeneous learning styles by providing space for the active participation of students with their respective learning styles (Dewi & Utami, 2020). The REACT model is collaborative to increase extrinsic motivation in the learning process (Nuraisah, Irawati, & Hanifah, 2016).

The REACT model has been proven to improve the ability of mathematical processes formulated by NCTM (National Council of Teachers of Mathematics). The application of the REACT model in class X MIPA in one state school in Bukittinggi shows an increased understanding of mathematical concepts and student confidence (Ramadhani & Jazwinarti, 2019). In addition to improving the ability to understand concepts, in their research Erwinia, Jamal, & Hartini (2015) showed that the REACT model is successful in improving students' problem-solving abilities because in 5 stages, it provides space for students to be actively involved in applying the material in various forms of problems. The REACT model can improve students' problem-solving skills, mathematical connections, and self-efficacy in class XI science at state high schools in Magelang rather than conventional learning models (Putri & Santosa, 2015). The REACT model's application in mathematics learning positively correlates with students' mathematical communication skills and self-confidence (Sapto, Suyitno, & Susilo, 2015). Furthermore, the REACT model successfully improved students' mathematical reasoning (Febryanti, Samad, & Wendi, 2021).

All of the research and theory results show a correlation between the REACT learning model and students' mathematical anxiety. The REACT learning model has been proven to improve students' mathematical abilities. Mathematical ability is affected by mathematical anxiety. Students with good mathematical ability have low math anxiety. Thus, this presentation concludes that the REACT learning model relates to mathematical anxiety.

DISCUSSION

The REACT learning model is applied two times in 2 meetings consisting of synchronous and asynchronous activities carried out face-to-face in mathematics subjects in class X social studies during PPL 2. The material discussed in the two meetings has only been known by students and has never been discussed at the secondary education level. According to the school system, teachers apply these five stages of the model in learning, namely the division of class modes into synchronous and asynchronous sessions. At the first meeting of the REACT model, the teacher started the lesson by praying, sharing positive energy in the classroom, saying hello, giving smiles, and inviting students to play games to create a pleasant learning atmosphere. Then direct students to prepare for learning by preparing all learning equipment. The teacher also tells the learning flow, activities, and objectives of the learning activities to be carried out. Here is the implementation of the REACT model when implementing PPL 2 onsite in class X IPS.

Table 2 Proof of REACT Model Deployment

Session	Stages	Implementation	
		Meeting 1	Meeting 2
Synchronous	*Relating*	Provides apperception questions related to the	Students do questions to remind the

		definition of absolute value and its application in everyday life	implementation of the basic concept of absolute value
	Experiencing	Students do six snatching questions in front of the class	Students recognize the properties of absolute value by working on questions
	Applying	The teacher gives each student a different question personally	Students work on guided exercises related to the traits of absolute value
	Cooperating	Students discuss privately with the teacher while going around to answer students' questions (*one-on-one discussion)*	In groups doing application questions
Asynchronous	*Transferring*	Students do the assignment and can discuss it with their friends	Students take quizzes related to the definition and characteristics of absolute value
Quiz	**Paper-based quizzes are done face-to-face in asynchronous sessions**		

Source:Author Portofolio

The first stage, relating, begins by providing apperception questions related to the definition of absolute value and the application related to number lines. When the question was given, students said they were still confused by the question. The teacher tries to simplify again by explaining the concept of spacing on number lines using tiles. Only after being given two examples can students answer the question of apperception. This stage takes much time, but it must still be done so that students understand the concept correctly and can move forward to the following material.

Giving apperception questions by relating previous knowledge and new knowledge in a real-world context will build awareness, generate motivation and focus students' attention to participate in learning (Mariska, Kurniawan, Setyadi, & Fatmaryanti, Siska, 2013). If the student focuses on learning, it will help them concentrate. Concentration is centralized

attention to a particular thing (Narayana, 2010). Furthermore, Sulastri (2016) said that linking learning with the real world helps students find the meaning of the material being studied to understand learning better.

In the second stage, namely experiencing, the teacher gives questions about applying the definition of absolute value on the board and provides an opportunity for students to work on it in front of the class. Then at the second meeting with the learning objective of recognizing and applying the traits of absolute value, the teacher guides the students through the work on the questions. This activity is carried out with the aim of inviting students to develop their mathematical thinking skills. As a boost to enthusiasm, teachers give rewards to students who are willing to do it.

At the *applying stage,* Students are allowed to do practice questions independently, which will later be discussed together. Students are asked to find an x grade by using the definition of absolute value when working on independent exercises. Working on questions to find or apply a concept becomes more effective for improving memory than directing students to memorize (Saputra, 2014). The stages of experiencing and applying to provide opportunities for students to construct their knowledge. Masih & Prabawanto (2014) said that by constructing their knowledge, students would find it easier to understand learning and have an impact on increasing their mathematical abilities. Therefore, these two stages can be a solution to improve students' mathematical abilities.

At the second meeting on the application of this model, the teacher collaborated on the applying and cooperating stages, in which students were asked to do questions in study groups of 3-4 students. In this study group, students are expected to share ideas to solve problems. In addition, students who already understand are expected to be willing to teach concepts that are not yet understood by their other friends. This is supported by Sugiawan, Nurhanurawati, & Coesamin (2014) that group learning gives students space to share opinions, exchange ideas, help each other, and increase student motivation to understand learning. This stage becomes a fun new color in the learning process. This is obtained from the reflection of students who state that "learning is difficult but fun."A pleasant learning environment affects students' sense of self-confidence, fear, and anxiety in the learning process (Hannah, 2013).

The last stage in the learning process is transferring. At this stage, the teacher invites students to independently do contextual application questions, which will be discussed in groups later. In this stage, the active participation of students is very noticeable. Although some students have not been able to do their work, they are already willing to ask the teacher about things that are not yet understood. Students have also begun to get to know the styles and ways of learning that are effective for them. Referring to the reflection results, some students say that it is easier to understand if the teacher explains it personally. This is

accommodated when the teacher gives questions personally and goes around giving explanations to students who ask questions.

Analysis

Indicators	Before	After	Increased (I)/ Declining (D)
Concentration	31,5%	84,2%	I - 52,7%
Expectations Failed	68,4%	10,5%	D - 57,9%
Confused	68,4%	21,1%	D - 47,3%
Self-ability	47,4%	73,7%	I - 26,3%
Confidence	44,7%	70,7%	I - 26%
Fear	36,9%	31,5%	D - 5,4%
Restless	42,1%	0%	D - 42,1%
Overthinking	63,2%	15,3%	D – 47,9%
Nauseous	15,8%	10,5%	D - 5,3%
Headache/dizziness	63,2%	21,1%	D - 42,1%
Fast Heart Rate	73,7%	36,8%	D - 36,9%

In the first indicator, there was an increase of 52.7%. Concentration begins at the relating stage, where the teacher directs students to focus by giving apperception questions and relating learning to the context of everyday life. The second indicator showed a decrease of 57.9%. By increasingly understanding concepts and contexts, which is balanced by providing space for students to construct their knowledge and practice questions lowering the expectation of failing when doing questions.

The third indicator showed a decrease of 47.3%. The stages of relating and applying help students find meaning and apply the knowledge they receive. Leading students can overcome confusion to understand concepts correctly so they can later relate problems or mathematical problems given with mathematical symbols (Kholiyanti, 2018). Subsequently, the fourth indicator increased by 26.3%. At the stage of experiencing and applying, students are led to build their knowledge and balance it with application in solving problems. Thus, through this stage, the student is trained to get used to developing his mathematical abilities.

The fifth indicator increased by 26.35%. Students feel more confident doing every class activity whether it's asking or answering questions. This is supported by the presence of teachers and friends in the study group who are willing to share with each other. The sixth indicator decreased by 5.4%. This fact is supported by the reflection and response of students during learning. In the midst of difficulties learning mathematics, students seem to be no longer afraid to participate in every learning activity. Students are able to adapt and enjoy the learning process. This affected the physiology of students so that the percentage of students who felt restless (indicator 7) was 42.1%, overthinking (indicator 8) was 47.9%, felt nauseous (indicator 9) by 5.3%, dizziness/headache (indicator 10) by 42.1%, and a rapid heartbeat (indicator 11) by 36.9%. Summarizing the discussion above, it is known that the REACT model has succeeded in reducing students' anxiety about mathematics learning. This is shown by a decrease in the percentage of students' mathematical anxiety in learning mathematics. These results are in line with the increasing active participation of students in participating in each learning activity.

As an imago Dei creation, anxiety should not be the controller of human life. God, who created man, has the power to sustain and enable man in his weaknesses and limitations as a creation (Ferguson, 2002). The Fall into sin distorts God's image in man (Addai-Mensah, 2020). The damage includes thoughts, words, deeds, and all aspects of the human being, including perspectives that have deviated from the right thing (Driscoll & Breshears, 2020). The relation in mathematics learning is that the sinful nature leads students to see themselves as a person who does not have enough ability to learn mathematics.

God gives special revelation of the person of Christ and the word of God to renew the image and likeness of God in man (Bavink, 2011). God's word allows us to correctly see God and all existing realities (Johnson, 2015). Christ's renewal affects man's perspective, especially students, in seeing himself. By realizing reality as an imago dei that has been redeemed and bestowed with the word of God, students should be able to work on the abilities that exist within themselves and look at mathematics beyond numbers, formulas, and symbols on paper but through it increasingly see the majesty of God. In line with Jongsma's (2007) opinion that mathematics is part of God's work given to know God and see the beauty of His creation. With mathematics, man can learn and explore God's creation, through which he can also learn the character of God (Lowe, 2011).

The REACT learning model is one of the alternatives that Christian teachers can use to present mathematics learning that can accommodate student needs while maximizing their capacity. To find out these needs, it is necessary to have a relationship between teachers and students. An authentic relationship between teacher and student can only occur when the teacher perceives and accepts the student as a unique individual emotionally, intellectually, spiritually, physically, and socially (Johnson, 2015). In Christian education that makes Christ as centered, teachers are enabled to view students as imago Dei specially created and unique

in these five aspects (Parinding & Tangkin, 2022). Thus, the learning process designed, especially mathematics learning, will direct students' eyes to see the process as a means to equip students to do God's good work.

CONCLUSION

The above study and discussion concluded that applying the REACT model with its five stages can reduce students' mathematical anxiety. First, at the stage of relating, the teacher leads the student to relate the material learned to the student's initial understanding by providing apperception questions that are also associated with the context of everyday life. Second, at the stage of experiencing, the teacher directs students to experience firsthand the learning by doing practice questions. Third, at the applying stage, the teacher provides space for students to apply the knowledge they have learned by doing questions. Fourth, at the cooperating stage, the teacher provides different questions for each student and holds one-on-one discussions for students with problems. After that, the teacher also gave questions that will be discussed in the study group. Fifth, at the transfer stage, the teacher facilitates and guides students to apply the concepts learned in different problem contexts by providing varied applicative questions.

In the two meetings applying this model, the decrease in students' math anxiety was also seen when students began to participate in every class activity enthusiastically, race to finish practice questions before class ended, and dare to ask teachers and friends during learning and group study sessions. During the implementation of the REACT model in two meetings, there was a drawback, namely that this implementation took a long time because it had to adjust to each student's grasp when participating in activities in each stage. Therefore, it is seen that the REACT model cannot stand alone. The successful application of this model is inseparable from the role of a teacher, especially a Christian teacher. Looking at the great God and man created in the image of God enables teachers and students to maximize the capacity God gives and becomes the basis for building relationships.

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