

**Institute for Christian Teaching  
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**"FACULTY-STUDENT BONDING"  
A PIVOTAL FACTOR IN CHRISTIAN EDUCATION**

By

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Introduction

The present system of education, inherited from the Dutch, adopted by the Republic of Indonesia since the 1940's, tends to break the close positive relationships between the student-groups and the faculty-groups. In the classroom setting, not too much interaction takes place. Many of the students do not feel comfortable or even feel it is polite to confront the teachers with questions, and on the other side of the coin the teachers themselves also do not feel comfortable with students who are inquisitive. The pattern of Indonesian system of education is largely based upon the culture and customs of the different tribes in the country. Muhammand Said, a professor in education, in this book Pendidikan abad Keduapuluh Dengan Latar Belakang Kebudayaanannya, says, that national education and instruction is founded upon the religious faith and culture of the people.<sup>1</sup> According to this culture, the Dutch government in Indonesia provided education according to social strata of the people. Schools were opened for the elite aristocratic children only, and not for common people.<sup>2</sup>

This system of education, supported by the country culture, crept into the Adventist school system. Teachers are a little bit aloof from their students, in order to gain respect, a little bit reserved in order to gain dignity, and a little bit authoritarian in their approach to show their command of knowledge. With this background teachers are expected to know almost everything around the globe. It is embarrassing situation for a teacher not to know answers to questions asked by students.

The writer believes that education is not telling, not coercing, neither teaching subjects but teaching people. And these people need other people to interact, to communicate, and to relate to especially when it comes to the teaching-learning effectiveness.

Biblical and Spirit of Prophecy Basis.

As the Israelites came out from Egypt, on their way to Canaan land, God gave them instruction on the principles of living to be passed on to their children. This passage is found in Chapter 6 of the book of Deutronomy. Moses said:

"These are the commands, decrees and laws the Lord your God directed me to teach you to observe in the land that you are crossing the Jordan to possess, so that you, your children and their children after them may fear the Lord your God as long as you live by keeping all his decrees and commands that I give you, and so that you may enjoy long life." (Deut. 6:1-2)

In these two verses, the subjects matter that God wanted them to know is outlined. And this subjects matter is plainly the commandments of God as it is clearly stated in verse one. This is what we call what to teach.

In verses four to nine the idea switches from what to teach to on how to teach.

"Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all you heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children.

Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates." (Deut 6:4-9)

According to verse five, the basis for teaching is a positive loving relationship and the method of teaching is to live what is taught, to teach the children what is lived by

intellectual presentation, by modeling, and by providing a favorable atmosphere for learning.

In these five verses, verses four to eight, the concept of bonding, in terms of loving relationships is fairly outlined. Love the Lord your God, says Moses, impress God's laws on your children. Be always with them at home, take them when you travel, sleep together with them, and just be with them. And your conversations during this training period should be a spiritual one--God's laws.

The objectives of educating the Israelites are outlined in the rest of the verses. Then, the general objective was to prepare the people to enter Canaan. And, in addition, there were several specific objectives that can be mentioned.

1. To earn a living. In this case the material things were provided for them.
2. To be aware of the danger of materialism.
3. To always remember God. Not to forget Him.
4. Loyalty to God.
5. Not to worship or to follow other gods--the gods of the Canaanites.
6. Not to test God as they did before.
7. To keep God's commandment, and,
8. To do what is right. (See diagram on page 4)

The Spirit of Prophecy affirms the Biblical concepts of bonding in the area of education. Ellen G. White says :

"Love, the basis of creation and of redemption, is the basis of true education...To love Him, the infinite, omniscient One, with the whole strength, and mind and heart means the highest development of every power. It means that in the whole being--the body, the mind as well as the soul--the image of God is to be restored.<sup>3</sup>

When the Bible and the Spirit of Prophecy talk about love as the basis of true education, they are talking about living beings--God and Man. They are talking about relationships--a

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Other Objectives

1. To earn a Living (v.10)
2. To be aware of materialism (v.11)
3. To always remember God (v.12)
4. Loyalty to God (v.13)

Other Objectives

5. Not to serve other Gods (v.14)
6. Not to tempt the Lord (v.16)
7. To keep God's Commandments (v.17)
8. To do what is right (v.18)

OBJECTIVES OF TEACHING

Main Objective:  
Preparing For Another World  
Deut. 6:10-25

What To Teach  
(Philosophy)

The Principles of Life  
(God's Laws)  
Deut. 6:1

How To Teach  
(Methods)

1. To Live What is Taught
2. Intellectual Interaction of What is Lived
3. Modeling
4. Favorable Atmosphere
5. Deut. 6:4-9

Basis Of Teaching

Loving Relationship  
(Bonding)

Basis of Creation  
Basis of Redemption  
Basis of Education

(Ed. Page 16)

Deut. 6:5,7

loving relationships between God and Man. This loving relationships ties the heart of man to his Creator, they are bonded to each other as the result of mutual genuine love. As Ellen G. White says:

"The role of Christ's love in binding humanity to Himself and between themselves is very strong. In fact when Christ took human nature upon Himself, He bound humanity to himself by a tie of love that can never be broken by any power save the choice of man himself."<sup>4</sup>

In another statement Ellen G. White alludes the bonding concept in education when she says:

"The teacher in their teachings must persevere, giving line upon line, precept upon precept, here a little and there a little, in all long-suffering and patience, sympathy and love, binding these children to his heart by the love of Christ revealed in himself."<sup>5</sup>

Love is the tie that binds men to God; and it is also the tie that binds man to man, children to parents and students to teachers. This is what we call transcending love. As the following song says :

"Binds us together Lord, binds us together,  
With cords that can not be broken.  
Binds us together Lord, bind us together Lord,  
Binds us together with Love."

This is the kind of love that bound David with Jonathan, the kind of sincere love which is stronger than the love of woman. This is the kind of love expressed when Ruth says to Naomi, "Intreat me not to leave thee, or to return from following after thee; for whither thou goest, I will go; and where thou lodgest I will lodge; thy people shall be my people, and thy God my God. Where thou diest, will I die, and there I be burried." (Ruth 1:16-17). This is a resolute decision, a daring statement, "Intreat me not to leave thee."<sup>6</sup>

### Definition

In the business world, "bonding" is defined as a method of protecting the government, persons or companies against loss through the dishonesty of others or the failure of the others to fulfill contracts or obligations authorized by laws.<sup>7</sup>

The Random House Dictionary of the English Language differentiates the meaning between "bonding" and "ties". The emphasis in bonding according to this dictionary is the quality of affection which is very strong and enduring; where as tie may refer more especially to duty, obligation or responsibility.<sup>8</sup>

From the medical point of view, William Sears gives the following definition of bonding. He says that bonding is a term used to describe the close physical and emotional attachment between the mother and her child at the time of the birth. It is designed by the Creator to enable the mother and the baby to know each other right away.<sup>9</sup>

In this paper, the word bonding is defined as teachers-students positive relationship based upon pure love and concern, that encourages self-reliance, trust and human dignity.

Teachers are to come as close as they can to their students, with earnest interest to help and carry them over the ground of knowledge.

### Stages of Bonding

For a clearer understanding of the definition of the word bonding, the stages of bonding are here given :

- a. Prenatal Bonding. A new and exciting field of the research is concerned with fetal awareness, which means that the emotional state of the mother during the last three months of pregnancy may effect the emotional development of the

baby. A mother and her preborn baby become a hormonal communication unit. When mother is upset, baby is upset.<sup>10</sup>

- b. Maternal-Infant Bonding. Maternal-Infant bonding is bonding after birth. Bonding after birth is transferring mother's giving love for the inside-infant to the care giving love for the outside infant. Close physical contact, touching, cuddling, skin to skin contact, and embracing are necessary during this period.

This stage of bonding probably last until the age of two or three, a unique relationship designed by the Creator to enable the baby to reach her or his fullest potential.<sup>11</sup>

- c. Pre-school Bonding. Before birth a mother and infant are totally physically attached to each other. After birth physical attachment changes. They are now two separate individuals. At this time however, the baby and the mother need to remain physically together. But when the child is almost ready to go to school, biological attachment takes a new form and gradually lessens and emotional and intellectual attachment increases.<sup>12</sup>

- d. School Children Bonding. In the previous stages of bonding in order to avoid over dependency, the concept of detachment has to be brought out. Generally speaking the baby who is the product of attachment parenting, is actually less dependent in later years. It is important that the baby detach from the mother, not the mother from the baby. Children who are the products of attachment parenting are also easier to discipline because as infants who feel right are more likely to act right.<sup>13</sup>

Bonding for the school age children is a drastic change from parent attachment to teacher attachment. Biological attachment is now lessens for he can now master the language to communicate his desires and feelings effectively both with parents and teachers. At this time the teacher's role is very important.

Connected with the bonding concept, Dr. Raymond Moore in his book School Can Wait popularized the idea of home



school movement. This home school movement advocates the teaching of the children until they are about ten years of age. The movement to bring education back into the home arose from the same concerns that brought birthing back into the home and babies back on to their mothers' breasts.<sup>14</sup>

In the school setting, instead of bringing school into the home; home is to be brought into the school. Parent-children attachment background is now become teacher-pupil attachment.

Teachers in their relationships with school children should be concerned more with their general self-esteem, with the view that any improvement in their sense of well-being is likely to carry over in their ability to learn.<sup>15</sup> And this self-esteem can be brought-about if teachers have positive relationships with them and children can hang on to their teachers.

**Teacher-student Bonding.** At this stage of bonding a relationship of shared trust, love and care is predominant.<sup>16</sup> Biological attachment is practically minimal especially with the opposite sex. Generally speaking embracing and hugging are out of place but tapping on the shoulders is probably proper to win courage and self-confidence.

### **The Purpose of Bonding**

#### **1. In the Business World.**

For the business world there are three purposes of bonding mentioned.

##### **a. Fidelity Bonds**

Fidelity bonds or sometimes called surety bonds, are used by the employers to those who handle money.

##### **b. Blanket Fidelity Bonds**

These bonds are sold to banks, trust companies and other financial institutions. They protect them against

thefts, forgery, robbery, and other types of losses.

c. A Bail Bonds

This bonds is usually required on an arrested person who is permitted to go free until his trial is heard in court.<sup>17</sup>

In the three purposes of bonding mentioned above, the concepts of protection of the persons and the possessions are evident. And this protection is intended to protect the persons against all types of losses. Bonding, then can be a solid guarantee made for any individual.

2. In the Medical World

William says that during pregnancy the mother began to form a bond with the baby. This bond was strengthened by the constant awareness of the life inside the womb. After birth, this bond did not stop simply because the baby was no longer a physical part of the mother. Birth should not break this bond but should further cement it. Bonding allows the mother to transfer her life-giving love for her inside infant to the care giving love for her outside infant. Inside she gave her blood; outside, she gave her milk, her eyes, her hands, her voice - her entire self.<sup>18</sup>

Dr Klaus and Kennel in their book, Maternal-Infant Bonding, popularized their result research on mother-infant bonding. They found out that the early contact group bonded with their babies immediately after birth were having greater mothering abilities in the following areas as compared to the delayed contact group:

1. They were more successful at breast-feeding
2. They talked with their infant more and use descriptive speech
3. They spent more time in the face to face (enface) position of eye-to-eye contact; and
4. They touched and groomed their infant more.<sup>19</sup>

These researchers postulated that there is a sensitive period lasting about one hour after birth when the baby is most receptive and sensitive to his or her care-giver. They said that mothers who bonded with their babies during this period were more confident in exercising their intuitive mothering; whereas the mothers who were separated during this period were less confident.<sup>20</sup>

In the modern hospital practices, fathers are now allowed to be present during the delivery of babies. Researchers have found out that fathers who were present at delivery and who bonded with their babies during this sensitive period continued this involvement and were closer to their children.<sup>21</sup>

The question arises, "What happens for a delayed bonding?" What happens in cases of adoption? Is this parent-baby relationship permanently affected by a temporary separation, or can you make up for the time you were separated (delayed bonding)?

William says that there is probably no scientific rationale for concluding that being deprived of the initial bonding can permanently affect the parent or child. He does feel, however, that bonding during this biologically sensitive period does give the entire parent-child relationship a head start.<sup>22</sup>

The following suggestions are given for the father and mother as bonding tips. These suggestions might also be helpful to teachers in their teaching - learning relationships with their students.

1. A positive birthing experience usually encourages maternal bonding; whereas, a negative birthing experience in which fear and pain predominate often lessens the desire for a mother to bond with her infant.
2. Breastfeed your baby right after delivery. Medical research clearly demonstrates that God intended babies to be put to the breast immediately after birth.

3. Touch your baby. Ideally, immediately after birth your baby should be dried off and placed nude on you, his chest to your abdomen, with your arms around him and a blanket over your arms. Make the skin to skin contact and the baby will enjoy it.
4. Look at your baby. Place your face in the enface position so your eyes and your baby's eyes meet on the vertical distance of twelve inches. The feedback you will receive by staring into your infant's eyes may trigger a rush of beautiful mothering feelings.
5. Talk to your new born. Mother, naturally speak to their newborn babies in high-pitches, mothering voices. Your newborn's ears are already attuned to your speech, and you may notice that your baby moves rythmically in response to your voice.
6. Have some private time. It is suggested that after birth the hospital staff should leave the mother, the father and the baby alone for a while. This should be a time of peace and privacy, the birth of a family. It is a time for all three to embrace each other.<sup>23</sup>

In the Adventist concept of a school as an extension of the home school, the suggestions given above with a little bit of modification can be applicable to the school setting.

### Bonding in the School Setting

The concept of bonding in a school setting is to be understood in a broader sense. The terminology "bonding" itself can be used interchangeably, sometimes with "love," with "positive-relationship" and "interaction."

What are the things that will motivate learning and how shall we handle those things. Ellen G. White says the following:

"Teachers and students are to come close together in Christian fellowship. The youth will make many mistakes, and the teacher is never to forget to be compassionate and courteous. Never is he to seek to show his superiority. The greatest of teachers are those who are patient, most kind.

Teacher, treat your students as Christ's children, whom He wants you to help in every time of need. Make friends of them. Give them practical evidence of your unselfish interest in them."<sup>24</sup>

Again and again, the concepts of close relationship or bonding between the students and teachers are prevalent in the writings of Ellen G. White. And it is love, the genuine love that ties them. The following statement from her writing is very astounding.

She says: "With a deep earnest interest to help your students, carry them over the ground of knowledge. Come as close to them as you can. Unless teachers have the love and gentleness of Christ abounding in their hearts, they will manifest too much of the spirit of a harsh, domineering school master."<sup>25</sup>

Love that binds is the basis of true education, and harshness that wounds is very detrimental to the process of a learning-teaching environment.

Why then is faculty-student bonding so important in Christian education? Why do we call it a pivotal factor? The psychologists believe that learning can take place better if the students have some one to hang on, to attach to, or to depend on. In fact they believe that the difference between the successful students and the unsuccessful ones is many times dependent upon whether the student feel lonely, lonesome among the crowds or they feel warmly accepted, and have a sense of belonging. In fact Ellen G. White says that in caring for the children we should not work from the stand point of duty merely, but from love.<sup>26</sup>

The following are the findings of some psychologists on the relationships of bonding and learning. It is said that children without any attention given by certain individual, will not grow

normally and tend to be sickly; become apathetic, and not feel comfortable with his surroundings.<sup>27</sup>

Of course, this will be a hindrance to learning.

John Bouldby, a British psychologist did research on the effects of bonding toward children in their studies. He found out that children who were warmly loved felt competent, had the feeling of self-reliance and curiosity.<sup>28</sup>

Of course, the feelings of competency and self-reliance and desire to know something are essentials to the learning process.

Dr. Rene Spitz compared two groups of babies. The first group of twelve were taken care by their own mothers with full attention and positive relationships, while the other twelve were taken care by one nurse--with lack of attentions, not enough cuddlings and carryings. After two years, Dr. Spitz found out that 37 percent of the babies under the care of that one nurse died and none died of those babies cared by their own mothers. And he found out also that after two years the D.Q. of the babies under the care of the nurse, which was an average of 124 at the beginning of the research, dropped to 45; while the D.Q. of the babies taken care by their own mothers went up from 101.5 to 105 after a one year period.<sup>29</sup>

This research finding required the educators to do something; something pertaining to the positive interaction between students and teachers, something more than just casual relationship but more on the person to person interaction. As Ellen G. White says to the teachers "Come as close to them as you can," make friends with them," "Love them" and so on.

According to Dr John Gilmore, from Boston University, if the mother and the father love their children with frequent huggings, the children tend to have better grades in school. In fact Dr Gilmore further stated that the positive attention given to

children at home and I think it also applies to the school, is the thing that separates good students from the unpromising ones.<sup>30</sup>

In educations, according to William E. Glasser, human involvement is very important. Without it, there is no education, and failure will be the result. He further stated that students will get plenty of knowledge if teachers are warm and friendly with them and if they see them as people who have to learn to relate with others.

Teachers have to get emotionally involved with students; ... teachers have to care for children and they have to show that they care.

Glasser, in his experience, as Director of the Education Training Center, Los Angeles, California, found out that lonliness is one basic psychological difference between those who succeed and those who don't, and it operates in school and everywhere else.<sup>32</sup>

Anyone who is lonely is alienated, isolated, disadvantaged, culturally deprived, but his basic problem is that he is lonely and he needs to gain a relationship with somebody else. The pathways of love and worth-whileness are closed to lonely people, they can only check out from school or fight back.<sup>33</sup>

This was experienced by Lee Harvey Oswald, the man who killed President Kennedy. He was a child of tragedy and lovelessness. His father died before he was born. He was never close to his mother who worked at a variety of jobs in order to support three sons. A teacher remembers that his grades were below average. At seventeen he quit high school and joined the

marine. Twice he faced court-martial for violating regulations. He didn't seem to have any friends and everybody left him alone. People remember him as a peculiar man.<sup>34</sup>

### Hindrances to Bonding

There are probably many factors that can be considered as obstacles to bonding. In this paper the writer mentions two things. They are culture and disattachment.

Culture as an obstacle. In a paternal society such as Indonesia; parents, teachers, the government authorities and administrators are considered above other groups of people. In fact even the church leaders are thought to be above the church members. Therefore, the relationship between the two groups are usually casual.

This culture concept is also brought to both religion and education. One religious writer states that the people in Indonesia may profess themselves as Christians, Moslems or Hindus; but never leave totally their ancestry worship, spirit worship and the using of amulets practices.<sup>35</sup> Pedersen in his book, The Blood of Batak Protestant says, that the Batak people, even though they are Christians, still attach themselves to the worshipers of the spirit of their deceased parents. For them God is a far away being, stern, exacting; and He is to be worshipped from a far away distance. While the spirit of their deceased parents are considered nearby and have to be worshipped and respected so that, they will not bring disaster to them but bless them instead. Of course, another factor that may cause them to worship the spirit of the dead person is their concept of the state of the dead.

In the educational realm this culture of dualism also creeps in. The teacher group is one culture and the student group is in another. Therefore, there is not too much positive interaction



that can take place. And the writer feels that this is also an obstacle to the concepts of bonding in the learning teaching process.

### Disattachment

Many people think that attachment or intimate relationship is a risk. It will bring misery sometimes, it will bring hurt, it will make great demands on you. As is stated in the popular book Feel Free, "Feel Free" if a relationship becomes dull and sluggish, just to move out, and don't feel guilty, because lasting relationships between any two people are no longer possible.<sup>36</sup>

George Leonard says, "We can orbit the earth, we can touch the moon, but this society has not devised a way for two people to live together in harmony for seven straight days without wanting to strangle each other." To these people, attachment, intimacy, bonding, is out of date. This is the age of distrust of each other. People can be friends superficially, can interact casually, can have quantity relationships, but withdraw from the quality relationships. This situation can be a hindrance to the bonding concept which is a disadvantage to education.

CONCLUSION

When Deutronomy 6:1-25 is carefully read, and when the concepts of bonding in the writings of Ellen G. White are gathered, the concepts of bonding, learning and launching are evident. God, knowing that alluring dangerous events were glittering in the land of Canaan, taught the people with love, gave laws of loving relationships to their fellowmen, so as to be well prepared to enter the land of canaan, enjoying the good fruits of the land; but never, never, to forget the Lord.

The same is true with our educational institutions. Our schools are the places where teaching-learning programs are on going. This we do to prepare them for being thrust into the world. The cities of the world are as alluring as the land of Canaan. We need to implant in the student's minds the redemptive principles of God's laws. These students need a strong loving-relationship between them and God and between them with their fellowmen. Bonding, learning, and launching need to to be seen as an integrated educational program for our school. And expectations for success is hopefully to be achieved when "faculty-student bonding" is made as a pivotal factor in Christian Education.

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