THE LINKAGES BETWEEN MINDFULNESS AND SOCIAL INFORMATION PROCESSING THEORY ON THE USAGE OF WHATSAPP MEDIA GROUPS

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ABSTRACT

The objective of the research was to find the linkages between mindfulness and social information processing theory on the use of WhatsApp group of Elementary school Principals in District Cilandak Region III for the distribution of various information and instructions. Through the concept of mindfulness and Social Information Processing theory approach (SIP), this research would explore the causes of the frequent emergence of noise, misunderstanding, and even tangency to the WA group that was carried on the meeting of headmaster meetings and relationships between members. The research problem was why WA group still causing issues among the Principals. By using the qualitative approach, data collection techniques used in this research were the interview, observation, and literature study. It is found that technological sophistication does not go parallel with maturity in communicating using media technologies. Lack of mindfulness in the WA group is a form of organizational communication that is simply transferred into the form of text communication on mobile phones that is being the main cause. Also, the organizational structure is still inherent in it and only serves as a bridge/form of interim communication because the main form of communication is still in the form of correspondence and face-to-face meetings.

Keywords: mindfulness, Social Information Processing Theory, Whats App group

INTRODUCTION

The increasement of the Internet and technology consistently continue to change the lifestyle of humans almost in all aspects, and it occurs around the world. The remarkable development of these two is deeply felt in the aspect of human relationships. That is the emergence of a variety of communication media that has the extreme shift from the conventional model into a model of communication using technology that is assisted by the internet network. Previously people have to wait a long time just to talk or use the method of correspondence, then the use of telephone comes to simplify the situation. Over the time, the phone then develops into a mobile phone or commonly known by the name of handphone (hp) which later develops into a smartphone. Through this smartphone is born a variety of applications as means of communication. Initially emerging applications to communicate via media and internet technologies such as Yahoo Messenger, Blackberry Messenger or known as BBM, then the newest from those; WhatsApp (WA) application in 2009 that has changed the communicating culture in this digital media era.

WA or BBM in the world of internet-based communications are parts of social media. They are used for human socialize as social creatures. Recent years have shown significant increases in social media use in the short and long-term social lives. For example, nearly three quarters of adult Internet users (73%) now use at least one social media site and 42% use multiple social media sites (eg., Facebook, MySpace, LinkedIn, Pinterest, Twitter, Instagram, etc.), and 22% of teens go to social media sites more than 10 times per day (Shonin, van Gordon, & Griffiths, 2014a).

WA is discovered by Jan Koum as a result of his resentment towards accounts that always require usernames and passwords. While he always forgot to remember it, so he ends up always creating a new account. From this experience, then he looks for ways to create an app that is as easy as WA that exist today, and it released in May 2009 (Iskandar, 2014). Since then, WA becomes the most favorite application used by people around the world. Every day, there are 42 billion messages and 250 million videos sent through it. The similar application with WA such as in China, WeChat that has 500 million users, while Line is popular in Japan and Kakao Talk in South Korea, have appeared. Even so, internationally, WA is indeed the most successful one (BBC Indonesia, 2016).

This phenomenon is also illustrated in Indonesia. WA becomes the most favorite communication tool. Although many other applications such as BBM, Line, or Facebook messenger, WA is the preferred application of all ages. One implication of the growing use of WA is the emergence of WA groups with various interests. Family WA groups, alumni, or trivial groups such as WA lunches, bicycle communities, or political parties such as volunteer groups of candidates for certain regional leaders, or religious like WA church groups, spirits, and more. One trend is the WA working group.

In fact, the development of communication media based on technology and internet network within the scope of interpersonal and organization has been introduced since 1992 by Joseph Walther through Social Information Processing (SIP) theory. It explains how communicators communicate text-based on computer mediation to develop relationships and interpersonal impression. Since then, this theory has been used to explain the impression in online media and the process of relationship and relationship formation processes across various social and contexts including international working groups, dating websites, and social networking sites (Littlejohn & Foss, 2009).

Initially, this theory is intended to explain the development of interpersonal relationships mediated by communication using text. But because the device used is a computer that is more widely used in the world of work, it eventually evolves into trying to explain how this theory is used to explain the communication of co-workers who are text-based on computers. In practice, it is not that easy. As Littlejohn and Foss (2009) have explained social information processing theory that computer-based communication is limited to text communication. It is difficult to show non-verbal communication because it does not deal directly with the other person. This computer-based communication only allows the conversation to use a single interaction of verbal communication – text. Consequently, the message conveyed may cause misconduct by the communicant/recipient of the message because all messages are only through words. Here lie the limitations as well as the location of this computer-based communication problem.

While many of WA users do not understand this problem, WA founders themselves have been trying to overcome this problem by introducing emoticons or pictures of facial expressions to help the expression or emotion in the message sent. Originally, emoticons become non-verbal communication that is not represented as when face-to-face interaction takes place. But not everyone uses emoticons at the right time. Also, it takes longer to choose the right emoticons to express the emotions. Hence, it makes the use of WA becomes inefficient. As a result, not every people realize that all WA groups have a different character. Speaking in a school alumni group is different from speaking in a workgroup. The working group is like replace organizational communication media into WA group. The media is different, but the rule, such as communicating ethics is still tied to the organizational structure and flow of organizational communication which is more top down. This awareness is still lacking in the WA group of work context users.

Mindfulness is necessary when interacting with a workgroup. The assumption of mindfulness is when one thinks what to say and do to fit the goal to be achieved. If one considers the accuracy and implications of the information he/she gets then it is said to be mindfulness (Heath & Bryant, 2000). Furthermore, Bavalas and Coates (1992) have also added that mindfull is communication that requires

the use of short-term and long-term memory in choosing words, sentence forms, and variations of the conversation. This phenomenon also occurs in WA groups among principals. Each principal can be sure to have various WA groups for official purposes. Based on the organizational structure, a principal is tied from the Ministry level to the lowest level of the sub-district. At the sub-district level, it is divided into several areas if the district area is too large and consists of many schools. Reflecting on the condition then usually every headmaster will have the group at the district level, sub-district level, district level/regency even provincial level. Not to mention groups to accommodate certain interests or events related to school activities such as WA National Exam group, WA group per subject, WA group for private/public school principals, and more. Which then it also can be sure that the principal also has a group WA that is non-official or personal interests or family. Imagine how many communication contexts a principal must confront every day and every minute.

Therefore, conflicts often arise due to lack of accurate word selection, emoticons, or expressions when communicating in the WA group. Forget that the group is a workgroup that in that group he/she is not a leader despite he/she is a principal in school because in the group there are other people who higher position than him/her. Besides, the conflict can arise if someone meant to make a joke but misplaced because it turns out the members of the group is a working group with a strict organizational structure. One more thing, WA group users should continue to have the awareness that the group is a public space where not all members like your message or anything that is sent to the group will be seen by everyone.

In addition, it should be understood that the WA group is a social group. Social groups are two or more people who share the same social identity and imagine themselves as part of a particular social category (Gudykunst & Kim, 2003). They have described the meaning of members of a social group. If people are aware that they are part of a particular social group or category, then they become members of that group. It is clear that every member in the WA group should be aware that they are part of the group until it is required to follow the rules applied.

Based on that description, it is formulated that the problem of this research is; how the relationship between mindfulness and social information processing theory on the use of WhatsApp group of Elementary school Principal in District Cilandak Region III. The objective of the research is to find the linkages between mindfulness and social information processing theory on the use of WhatsApp group of Elementary school Principal in District Cilandak Region III. In the end, this research will give benefit to all Principals or any other employees of how to treat and communicate in WA group effectively. The selected research subject is the Whats App (WA) group of Primary Principals of Cilandak Sub District area 3. It is interesting to find out how the Principals' community uses the media to support their performance. The selection of the Principal community of Cilandak Sub District area 3 is representative as the same phenomenon is prevalent in almost every Principal community in DKI Jakarta and most of Indonesia although it is concentrated in several provinces in Java and Sumatera.

This research is seen from the perspective of interpersonal communication where according to Singh and Lalropuii (2014), there is a process of transmitting information and common understanding from one person to another, which is very essential for the success of any organization. Therefore, it must be effectively handled to ensure the attainment of the organization's goals. Vardaman and Halterman in Singh and Lalropuii (2014) have defined the communication inside the organization as the flow of information, materials, perceptions, and understandings among the various stakeholders of the organization, all the methods, media and means of the communication, all the networks, channels, the systems of communication or organizational structure, all the person – to – person interchange or interpersonal communication. They include all aspects of communication and make it comprehensive; because it advises that there is so plentiful things are going on in the organization (Singh & Lalropuii, 2014).

Elements in interpersonal communication are; (1) source or communicator, which involves at least two people. (2) Encoding and decoding; encoding is an action to generate a message before sending, while decoding is the act of understanding the message after receiving. (3) Competence, which is the ability to communicate effectively. This capability includes knowledge, propriety in controlling volume, touch, and physical action. (4) The message, which can be through hearing, sight, touch, smell, feel, or a combination of them. Interpersonal communication does not have to occur orally but can also be in other forms. (5) Channel, is the media to deliver messages. (6) Noise, there are three types of disorders; physical, psychological, and semantic. (7) Context, there are four dimensions of context in the communication process; physical context, temporary context, social psychological context, and cultural context, and (8) Purpose.

After interpersonal communication, this research also involves the organizational communication because it takes place in a considerable network of cooperation and some related aspects of the people in the interaction both individually and in groups (Littlejohn & Foss, 2009). The topics that are usually raised in organizational communication are about organizational structure and function, human relations, communication and organizing process of organizational communication and culture. According to Wilson in Singh and Lalropuii (2014), communication in the different organization refers to various ways, strategies, and tools which the employees use in their official, interpersonal, and small group communication activities. The easiness or complexity of the interpersonal communication process depends on the easiness or complexity of the organization. Communication in the different organization is very vigorous, and that is the reason Greenbaum contends that the tenacity of organizational communication is to facilitate the attainment of organizational objectives.

Moreover, about the linkage between interpersonal communication and organizational communication, Rahmanto (2004) has stated that communication within the organization becomes the central point in each process and human relations which concerns the personality, attitude, and behavior. Reciprocal communication has an important role in social interaction, while communication interpersonal is crucial to success in leading communication behind.

A theory called Social Information Processing (SIP) is also used to explain the object where this theory explains that communication with computer-based is only limited to text communication. It is difficult to show non-verbal communication because it does not deal directly with the other person. This computer-based communication only allows the conversation to use a single interaction of verbal communication – text (Littlejohn & Foss, 2009). The explained theory will be paired with the concept of mindfulness that becomes the main point of the research viewing the communication using group WA. Mindfulness is a person thinking what will be said and done to fit the goals to be achieved. If one considers the accuracy and implications of the information he/she gets then it is said to be mindfulness (Heath & Bryant, 2000). Furthermore, Bavalas and Coates (1992) have also added that mindful is communication that requires the use of short-term and long-term memory in choosing words, sentence form, and variations of the conversation.

METHODS

This research uses interpretive paradigm which studies the meaning of social action, not only from the external but observing the attitudes of society. Social action is done because there is the purpose and has a very subjective meaning. For this paradigm, a qualitative approach is the best to be used in this research. This approach or search is willing to explore and understand a central phenomenon. To understand the central phenomenon, researcher interviews the participants by asking a rather general and rather broad question. The information is usually a word or text (Raco, 2010). Moreover, part of a qualitative method that would deepen a particular case in depth by involving the

gathering of various sources of information (Raco, 2010), called study case which is used in this research. The case of this research is about the WA group of Primary Principals of Cilandak Sub District area 3.

By using the qualitative approach, data collection techniques used in this research are interview, observation, and literature study. Bungin (2011) has defined that the interviews are the means used to obtain information by means of frequently asked questions face-to-face, using guidelines or not using interview guides to informants. In addition to interviews, other data collection techniques are observations of the collection method and by plunging directly into the object to be examined with the five senses as a tool of assistance. While participant observation is data collection through observation by directly participate live together with the object of observation. Furthermore, the observation is done by directly living together, feeling and being in the life's activity of the object of observation (Bungin, 2011). The last data collection technique is literature study. The technique of collecting this data may be obtained from scientific books, research reports, scientific articles, theses and dissertations, regulations, provisions, yearbooks, encyclopedias, and other written and printed electronic sources (Ruslan, 2010; Kuss & Griffiths, 2011).

In one study, the most important step is the process of analyzing data from all information obtained from interviews, observations, and case studies. This research uses descriptive data analysis technique that aims to describe systematically the facts or characteristics of a particular population or field, whether, in the form of circumstances, problems, attitudes, opinions, conditions, procedures, or system is factual and meticulous. Researcher as observers, only creates categories of behavior, noting symptoms, not setting or manipulating variables. Descriptive research focuses more on observation and scientific atmosphere (Soewadji, 2012). The unit of analysis in this study is the Whats App Group of Elementary schools Principle of Cilandak District 3.

RESULTS AND DISCUSSIONS

In Indonesia education system, the structure of the Ministry of Education and Culture is divided from the central government to the provincial level. This is due to the system of Regional Autonomy and the scope of Indonesia from Sabang to Merauke. Based on this division, then it is divided the organizational structure of the education system from the center to the lowest level of the district. It can be seen in Figure 1.

The organizational structure in Figure 1 shows that the extent of territory in Indonesia causes supervision and regulation of the education system that is set in such a way, especially DKI Jakarta alone that has seen many levels from top to bottom. In DKI Jakarta, it is divided into five municipalities namely South Jakarta, North Jakarta, West Jakarta, East Jakarta, and Central Jakarta. At the provincial level, the Dinas Pendidikan is headed by a Head of Education Office that oversees all municipalities. Each municipality is subdivided into two regions; region 1 and 2. Then each region is divided into several subdistricts. The number of sub-districts is not the same but depends on the extent of the coverage area to determine the number of schools that become the target. There are obese aliases the number of districts is many, and some are slim. Each subdistrict is also divided into several areas. The division is the same based on the geographical breadth of its territory. There are many sub-districts, but there are also those with few areas. But there is also fat because of the number of schools many or number of students.
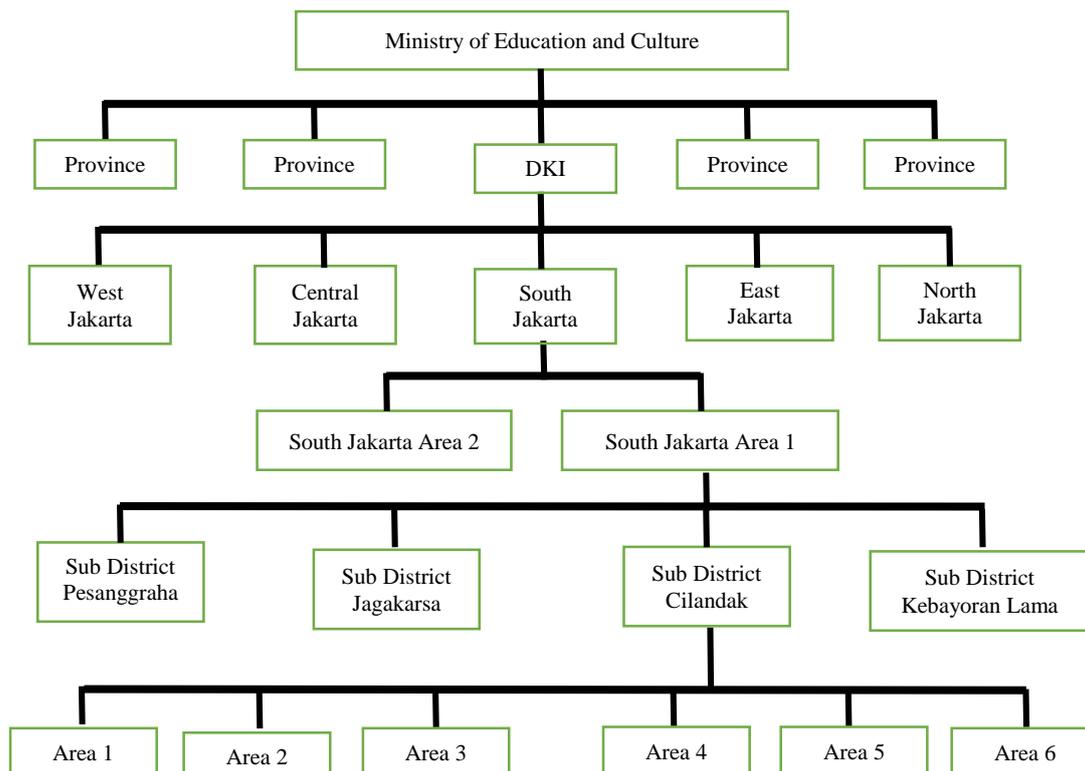
Figure 1 Indonesia Educational Organizational Structure

In South Jakarta, the structure is divided into two areas; South Jakarta area 1 and South Jakarta area 2. Each region is led by a Head of District per area or called Kepala Suku Dinas (Kasudin). Below each of these Kasudin is divided into several districts. For South Jakarta area 1, divided into 4 districts where in each sub-district headed by a Head of Implementation Unit (Kasatlak). A Kasatlak will oversee several areas in one sub-district. In Sub Cilandak, there are 6 regions and there is a regional coordinator for technical coordination affairs and each region has a regional coordinator. The coordinator of the region will coordinate several schools located in the location of the area both public and private schools. For region 3, there are 9 schools which are SDN Pondok Labu 02, SDN Pondok Labu 11, SDN Pondok Labu 12, SDN Pondok Labu 13, SDN Pondok Labu 14, SD Jakarta Intercultural School, SD Singapore Intercultural School, SD Al Jabr, and SD Al Hasaniah. The same pattern occurs in every region in all sub-districts. In addition to the area coordinator and coordinator per region, under Kasatlak there are also supervisors. If Kasatlak is more about ensuring all instructions and regulations are implemented by schools, the supervisor is tasked with ensuring down to the technical level in each school. Therefore, supervisors are divided into regions that have several target schools that must be monitored and assisted in case of difficulty.

From the structure in Figure 1 and all the dynamics of each of the Dinas Officials with their main tasks and functions, it can be imagined the information that peaks from top to side to side or vice versa from the bottom up. Not to mention if there are complaints or reports from the community then the flow and pattern of communication will run in various forms. But of all the flow and communication patterns of the information flow in organizational structure, there is still a rule of play where each official Office has its own authority and power where one will control the other until the bottom continues to rise to the top. In the past, all information is channeled through meetings, and it is necessary to send a meeting invitation or a first appointment to meet face-to-face, so now developing Whats App (WA) groups to facilitate coordination. This is where the development of the WA group of

officials begins to flourish. Groups emerge starting from the initiative of Kadis, Kasatlak, Supervisor, until the Principal. Even at the lower level, there are also emerging groups such as operator groups or teacher groups. Each group has its own topics and goals so that its members can be different. But there is one person who can follow many groups because the hierarchy of office and duties intersect in several positions and functions of office/duties.

In Cilandak sub-district, Ms. Diah Retno Mustika Rini, Head of Implementation Unit (Kasatlak), is very active in encouraging the WA group to get information quickly. These instructions are then run by the following officials such as the supervisors, regional coordinators, and coordinators by region. It is just at the sub-district level that only handles Elementary school level. For Junior and Senior High schools, all supervision and monitoring activities are conducted at the Kasudin office and under the direct Kasudin. But still, even though only Elementary school, the number of primary schools is the most. As a result emerges various groups, such as (1) the group for all primary schools in Cilandak sub-district, whether private or domestic that is called the Cilandak information center group, (2) the group for Principal of the private Elementary school in Cilandak sub-district that is called private Kep.SD Cilandak group, (3) the group to specifically discuss the 2013 curriculum for Elementary schools using the 2013 Curriculum in Cilandak sub-district that is called group K.13 Cilandak group, and (4) a special group for schools under the guidance of territory 3 that is called the group Wilayah Binaan III Baru. There are many more WA groups in Cilandak sub-district itself. The topics are also diverse. There is also a special group of public schools or a special group of school operators.

Usually, the group is the officials who have authority such as Kasatlak, the supervisor, the coordinator of the region or the coordinator by region. But there are also those formed directly by high ranking officials from municipalities or ministries. Figure 2 shows the examples of WA group in Cilandak sub-district.
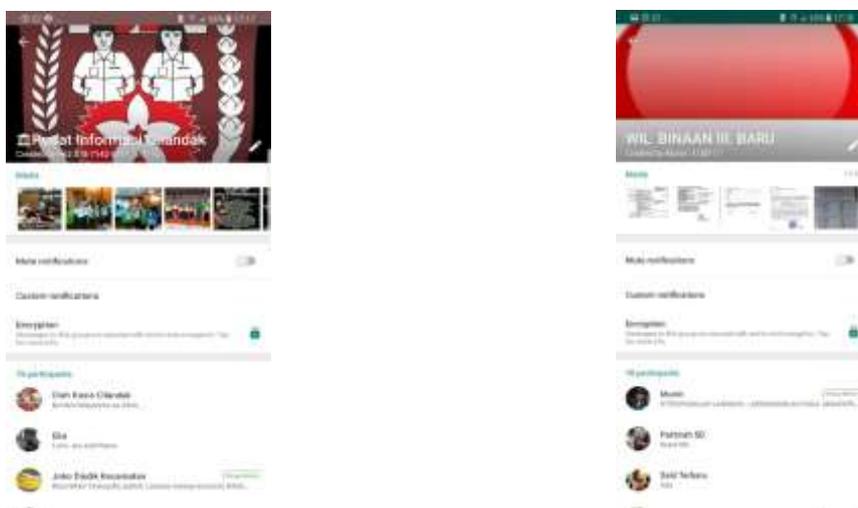
Figure 2 Examples of WA Groups in Cilandak Sub-district

Before the smartphone era or so-called mobile phone, the interaction between educators from the central to the sub-district level is by mail. Participants will receive an invitation that is sent by mail. Implementation of meetings can be various purposes. Meeting face to face is the only media to meet and deliver various information and instructions. All interactions are formal. For things that are for the person by person, then they must find the right time to meet face to face.

The coordinator supervisor of South Jakarta Area 1 has said that from his experience of decades of serving, the form of communication between the official and the principal is through meetings in the office. The procedure should be sent an invitation first. Consequently, the information to be conveyed is delayed because waiting for the meeting. When an invitation has been sent, it does not guarantee everyone will come with the excuse that letters have not been accepted yet. The supervisor has said, "Using a letter/mail but it often does not receive at the expected time. Circular is often not in time. Principals do not come to the event/invitation or do the tasks for reason of the letter is not up or not received yet. By mail, communication only goes one way."

From that statement, it is proven that communication through the mail/letter is not effective because the communication flow is not running smoothly. Whereas, in an organization, the smoothness flow of communication should really be noted. If choked up, it will affect the system within the organization. In the concept of organizational communication, the process of communication within the organization must be running to occur a common perception in achieving the target set. Goldhaber (1986) has described three common characters in organizational communication which are; (1) Organizational communication occurs in complex open systems which are affected the surrounding environment, (2) organizational communication involves message, message flow, purpose, direction, and network where this message flows, and (3) organizational communication involves people, their behavior, moral values and ethics, feelings, relationships, and abilities.

Of the three principal speakers as the resources, it can be concluded that prior to the WA group, the communication goes through a circular or makes a prior appointment for a face-to-face meeting. Already sent a letter of invitation or circular, can not guarantee the attendance of the participants so that ultimately the information submitted is not entirely accepted by the expected participants. Initially, communication using WA media is not overused. One reason is that not many people are concerned with the development of technology; one of them is this cellular phone. Especially in a government-level educator environment, employees are dominated by people who are old enough, so they do not have enough ability to operate mobile phones that are getting more sophisticated. But in the end, the use of WA is growing. This is because of almost everyone in urban use it.

In addition to the ease of two-way interaction and communication speed, the WA group also allows the leadership of the existing organizational structure, overseeing, and monitoring the underlying staff in reacting to information provided in the WA group. For example, from WA group, it can be known who has responded or answered and who is silent. If one of the members is silent, then the leader will make direct communication through WA or contact by calling. This is done to check whether the information has arrived and forgot to give an answer or the message has not been received. In this way, the leaders can ensure that the information is really up or not. In organizations, the flow of communication both horizontal and vertical must be ascertained running well and balanced. This is because of the organization's target will not be achieved if the members of it do not have the same knowledge and mission. Organizational communication takes place in a considerable network of cooperation and involves some related aspects of the people involved in the interaction both individually and in groups (Littlejohn & Foss, 2009). The topics that are usually raised in organizational communication are about organizational structure and function, human relations, communication and organizing process of organizational communication and culture.

In line with supervisor's statement; Munin, Desy, and Puspa, as the headmasters in the group, have also stated that the WA group is very helpful in communicating with them. Communication becomes more effective both for inquire and coordination. But the WA group is only a second-choice medium in the interaction between principals. Letter of invitation or circular is still considered important, formal, and main. The letter remains even though it is given when the event took place. Technically, it does seem strange. But the conclusion that WA group media is not considered to be

totally replaced by mail but only as an alternative medium to cover the weakness of the letter. The truth, it is not the letter becomes the problem, but the weakness of the human resources and the system inside which can not organize a meeting by using a mature plan so that the letter can be made well in advance. In the end, this WA group has become just an alternative media although it is initially made to make fellow members closer, in practice, the organizational structure will not be released. Closely attached to each member and impact on how to communicate within the group, the atmosphere in the WA group remains formal according to the inherent organizational structure. The purpose of the WA group is simply to shorten the communication path between superiors and subordinates. The speakers have said that "The benefits of the WA group are the gathering/kinship, facilitating communication due to time constraints, and faster-receiving information. But in practice, these three benefits are created and achieved in a formal situation where the status and position of each member remains firmly attached. This causes the style of communication is still formal. Communication flow between superiors and subordinates still occur as in the real world like face to face.

Communicating with mindfulness is communicating with full of thinking with other parties. Before speaking, one will think first of all about what will be said either from the side of the word, sentence form up to variations of the conversation. This conclusion is also directly related to the concept that is brought by interpersonal communication. On the basis of the statements about mindfulness and interpersonal communication, it can be cited that there is a close connection with the use of the WA group as a communication medium. Because in WA groups, there are senders, recipients, messages, meanings, contexts, and communications media used as with elements in interpersonal communication. But in fact, not all WA group members understand about conscious communication. This encoding and decoding process is not working properly due to lack of awareness when communicating. The consequences of the different meanings captured do not reciprocate the expectations of the sender of the first message. Another factor of error in the decoding process is the character or ability of the recipient of the message. It may be not qualified in understanding the message so as to give a response that does not match expectations.

Lack of mindfulness in interacting with other members of the group and poorly encoding and decoding processes in the communication process results in misunderstandings that later lead to noise, offense, or perhaps quarreling among fellow members that not only occur within the WA group but carry over in real life. Based on the leadership at the sub-district level and some principals, often members of the WA group misunderstand the content of the message causing misunderstandings or even become gossip that culminates in a fuss between people. Clear groups of WAs for service often remain the medium for sending information unrelated to the group topics. One intends to joke but instead make other members uncomfortable and sometimes finds the messages or pictures that are just joking or maybe inappropriate photos. Or when there are instructions to send activity reports through photos, not infrequently members send too many photos so that the memory of handphone every member becomes full. Or one has also been asked to send activity reports through photos, but photos submitted do not show the ongoing activities.

The condition takes place because of a lack of awareness in understanding the full content of information or meaning within the WA group. Mindfulness is required so that members do not respond very quickly to a received message. Conversely, the members should understand first and think what the response will be. But it usually happens that the member is too reactive to give the wrong response. The source of school supervisors has also stated that there is also a response that could have a fatal impact on the action that immediately spread the information received from one WA group to another WA group. As discussed earlier, each group has its context, its topics, and even its segments that can be seen from the members. Decoding process also becomes different between groups because the group segment is also different from the first. Therefore, the reaction of the group in receiving the message will be certainly different from that it should receive the message, hence raises the noise among the members.

Technological sophistication is apparently not followed by intelligence in communicating. Intelligence in question is the precision in understanding the contents of the news and think in advance how to react, not reactive. According to a qualitative study investigating experienced, participants are receiving mindfulness interventions for eight weeks or known as Meditation Awareness Training (MAT). It suggests that mindfulness can guide people not only in full awareness of emotions and what is felt by themselves but also to emotions and what others will feel (Shonin, van Gordon, Griffiths, 2014b).

Umniyah and Afiatin (2009) have stated that few types of research have been done in order to see the impact of mindfulness on health care officer/provider. This method of mindfulness is one of the ways to recognize behaviors, habits, and self-reactions that are very beneficial for health care providers to better understand patients and be useful in facilitating relationships and communication in complex and difficult medical situations. Based on both types of research which happened in the different field, it still shows that mindfulness helps people in managing the behavior, emotion, and communication, though few training are needed to develop the mindfulness.

According to SIP theory, computer-based communication via email or chat rooms cananot replace face-to-face communication. Communication using text takes longer than face to face. This is because text communication takes time to type word for word. Unlike the face-to-face that can be directly expressed in the message to be conveyed. Plus text communication cannot replace non-verbal communication that can be easily done on face-to-face communication. Non-verbal communication such as facial expressions and expression of feelings cannot be seen that all are described in text form. The advantage of communication through online media is to solve the problems of geography and anxiety between groups. This fact can be justified if someone talks in the context where the current text communication media is only through email and chat rooms, but there are now so many social media application options like Whats App (WA), Facebook, Twitter, Line and many more that they can use anywhere. So it can be concluded that the statement of this theory which states that text communication actually takes a longer time to interact, now is no longer completely true.

Text communication using technological tools such as handphone today has precipitated the communication process. Space and time constraints are no longer a problem because anytime it can be done quickly and easily. Communication goes both ways where everyone has the same opportunity to send and receive messages. Similarly, the use of WA groups among Principals in Cilandak sub-district. As the sources have said that the use of the WA group actually speeds up the communication process between them so that information can easily flow and spread. It can be concluded that the statement of the Social Information Processing theory of online communication with text takes longer to be incorrect when associated with the current situation because it makes the communication process becomes faster and more efficient.

The assertion that weak text communication in non-verbal communication expression is so true even since the theory developed in 1992 until now where technological era is so advanced and innovation so diverse. However, text communication is unable to describe non-verbal communication such as face-to-face communication. Although various emoticons such as pictures of people are crying, laughing, smiling, angry, and much more are provided within the app, it remains unable to honestly and candidly describe the emotion between the sender and the recipient of the message. It can be argued that the linkage of Social Information Processing theory to the development of the WA group of principals is not fully realized with what happens in the real world. The results of research in 1992 when this theory is developed to be not entirely true on the development of text communication in the present era. Text communication makes communication faster because of handphone as a tool to access Internet-based text communication. But the statement that textual communication is unable to describe non-verbal communication to express emotions and expressions remains valid in the present era. The result that there is often misunderstanding if the member is not fully meticulous in reading the information received. Not all people can understand the emoji used properly. From this, the link

between mindfulness communication and this theory becomes visible. The disadvantages of text communication that are unable to provide non-verbal communication must be accompanied by mindfulness in order to avoid misunderstanding among group members.

The WA group in the world of work has the same function that is formed by workers who usually have interrelations in matters of work only, not personal matters such as personal affairs, family, or other matters outside of work. The relationship is also in the nature of coordination on an ongoing basis, and it is also differentiated and determined by the position of each person in the organization or company where the work. The WA group name that is usually the title or topic of the WA group is the determinant of who will be the member and subject that will appear in the WA group. So when people look or join the WA group of principals, it can be ascertained that all members are principals and group creators and government leaders who monitor the area/region.

But in practice, there are still some members of the WA school group who do not understand the ethics of communicating in this media. The ethics of communicating will arise if each member runs mindfulness or conscious communication; think about every word, sentence or picture/photo that will be sent. If mindfulness is exercised then, group members will be good at sorting out what unnecessary or inappropriate information/images are sent to WA principal group. Before passing the information to the WA group, it should not be disseminated to other WA groups or distributed to others who should not consume the information. The member of the WA principal group should think well and full of consciousness first. What often happens is a member does not read in full or understand in depth or well thought out, immediately reacting to the information received. The reactions can be wrong and misjudgment in response, make it joke, or worse is reacting angrily. But the most common is the reaction that the form of the question from the information received when things are asked already been told. The member does not read it carefully but immediately reacted.

Another important thing is to understand very well that the communication in the WA group is only text that is not able to describe the full expression and emotion so that the possibility of misunderstanding resulting from the meaning of the message/information received is not intact. In accordance with the Social Information Processing (SIP) theory, a member of the principal's WA group should understand the condition of the limitation. So it is not easy to misunderstand due to the language and meaning obtained in text communication. If less clear, he/she should ask directly that is not within the group but directly contact or even ask to meet directly. Meeting face-to-face will be much better.

The ethics when sending information or images that are not an emergency or less important also must be considered. Since the WA group of the principal is an official group with the assumption that all members are principals who have tasks and functions according to the rules, so if there are members who often send information/reports/photographs too often during the work period to WA group of the headmaster, there will be suspicion regarding the performance of the principal. Some ethical issues that cause communication in an unhealthy school principal group are ethical in responding to a meeting invitation. Because as principal, meeting invitations with the aim of coordinating, socializing programs, committees, ceremonies, or other official matters, will be very often accepted. It is therefore not surprising that principals often receive invitations to meetings or other meetings through the WA group of principals. Unfortunately, there are still those who do not show good ethics when communicating with the WA group.

Superintendents' informants share examples of WA principal group members based on their reactions to meeting invitations, such as, (1) serious users who directly respond to any information and run correctly, and it is about 60% of total users. (2) Users are joking when responding in the WA group, but in reality, they are different. Users actually perform actions that do not match the information provided in the WA group, for example, a member answers that he/she is ready to come but he/she does not or answers ready to carry out the task, but the task is not completed. Another

example is there is forbidden to spread the information from the group but instead spread. There are about 25% of the totals. (3) Users are silent that is about 15%. They do not give any response in the WA group. When reprimanded directly, he/she will answer that he/she does not understand the technology or it is too late to read it.

Therefore, all the speakers are advised to be careful in behaving and communicating in social media even though just a group WA that the members they already know. However, the group remains formal and official. The organizational structure in which the hierarchy of authority and courtesy is still firmly attached to the WA group. The medium may feel informal but still treated as if it is formal. The context remains high context. One way to sensitize WA group members who are considered unethical in still being misguided in the media's treatment is to give good morning greetings even though it is actually a medium of rebuke, motivating, and reminding principals of their work.

In addition to the satirical way to remind the members, the headmaster of the resource person also reminds to read carefully every information received so as not to be wrong in giving a reaction. As stated by that there are three potentials in the relationship between the level of thinking with social interaction followed by the illustration of research that examines the five social issues namely; (1) develop effective programs to resolve communication issues at work, (2) train the general public to be able to detect between hoaxes and lies, (3) reducing stereotypes and cross-cultural misunderstandings, (4) overcoming interpersonal conflict, and (4) building an effective and healthy public campaign.

The result is an effective social interaction can have implications for the ability to generate some attribute messages that configure the unconscious and awareness of communication. Message producers can always bring various aspects of speech-generating in full awareness if they so wish. Burgoon, Burger, and Waldron (2000) have stated that the trick is to know when to bring any attribute under full awareness, how to master that attribute consciously, and when to set it according to values or release it without thinking again.

CONCLUSIONS

WhatsApp (WA) group phenomenon in today's world is becoming more popular. Almost all areas of work in urban areas use it as a medium of communication between employees in order to coordinate and interact for information exchanges. Likewise, with the principals of Elementary school in Cilandak sub-district, South Jakarta that use the WA group as a medium of communication between them. The WA Group is almost entirely formed by leaders such as supervisors and Head of Implementation Unit at Cilandak sub-district. The purpose of the WA group is to speed up the distribution of information on meeting invitations, work instructions, work reports, program socialization, or other official information dissemination. WA group media is very helpful to accelerate and facilitate the flow of information among them so that obstacles delayed invitation letter to come or not accepted can be minimized.

In addition, two-way communication can also be created within the WA group that members can ask each other or comment when necessary. Unfortunately, not all WA group members use WA groups with mindfulness communication that is interacting with full awareness where all words, sentences, and even pictures/photos are sent after going through a thought process. Ethics in communicating should be maintained because the group is formal even with informal media. Caution is necessary given the limitations of textual communication that are unable to describe non-verbal communication as communication with face-to-face media. Misunderstanding is easy because all forms of communication are textual. This is in accordance with the development of Social Information Processing (SIP) theory. But other things that SIP theory developed at present is not proven that the

text communication is felt longer. Precisely, communication with text speeds up and facilitates communication without knowing the space and time.

It is recommended that members of the group of school principals of SD Cilandak sub-district can continue to improve themselves in operating handphone. With all the features available on handphone, everyone can use it to make life easier. It is just that every human should understand how the tool helps their lives. A handphone is just a tool in which has the Whats App application that allows its users to communicate with each other for free while having an internet network. It allows a WA group to be formed with work. But keep in mind that not only the ability to operate handphone that must upgrade but also the ability to communicate such as mindfulness communication (full awareness). Communicating with full awareness allows humans to think very well about words, sentences, and meanings from what they want to convey. If group members are sufficiently able to communicate consciously then, unlawful acts can be avoided. This way of communicating can also prevent members from being trapped in noise and quarrels if there is then no common perception or meaning resulting from the weakness of text communication that is unable to describe nonverbal communication that actually accounts for 58% of communicating.

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