

The Students' ICT Skills in Producing Infographic Media and Video: Guidance and Counselling E-Project Tasks

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ABSTRACT

The study sees, there is still a lack of student ICT skills in producing a multimedia platform to support guidance and counselling services. This mixed method aimed to analyze the ICT skills of students from the department dept. of Guidance and Counselling in producing interesting, effective, and efficient infographic media and video as well as evaluation materials for lecturers in correcting the shortcomings of the lecture process. Using saturated total sampling technique of 76 students' from class of 2020 this present study focuses on Infographic Design, Video, and Material. Data collection were based in the form of documentation include e-infographic project tasks, video tasks, infographic assessment sheets, and video assessment sheets which analyzed using descriptive statistics in the form of average values and percentages, which are then converted to qualitative data. The results of the assessment obtained for infographic design (3.53), materials in the appropriate category (3.78), and for video (4.00). Media that has been created by students in the form of Infographics and videos provides one of the solutions in providing guidance and counselling services during the Covid-19 pandemic or in the new normal situation. Therefore this study highlighted the excellence in-making skills of students or candidates for Guidance and counseling of Mulawarman University in creating infographic media and videos are very important in supporting and providing guidance and counselling services as their career path in the future.

1. Introduction

Education is a conscious and planned effort to develop the human person where there are changes in behaviour, knowledge, and skills that are realized in family, community,s and national life. Learning activities will not run optimally without the support of the educational component, one of which is the media. The purpose of media creation is so that the learning of guidance and counseling services runs effectively and efficiently. Learning by providing effective and efficient guidance and counseling services can be achieved by utilizing the media (Bystrova, 2020).

Media is very important in learning activities of guidance and counseling teachers because it becomes an information media for distributing lecturers' knowledge to students (Al-Sofi, 2021). Many added values obtained by students as prospective teachers are Guidance and counselling when using the media, including clarifying the presentation of messages so as not to be too verbalized (in the form of written or spoken words) (Gupta et al., 2022), overcoming the

limitations of space, time, and sensory power, causing learning excitement, allowing more direct interaction between students with the environment and reality, and allowing students to learn on their own according to their abilities and interests (Kurniasih, 2017)

Media is an alternative in the learning process/provision of Guidance and counseling services because students will not only get material from one source but materials from various sources selected through the stages of analyzing student needs. The position of the media is certainly very important because it serves as an intermediary. It will be able to cover the shortcomings of teaching delivery in learning (Mansur & Rafiudin, 2020). Therefore, educators are expected to be able to conduct appropriate media selection, develop media, and apply the media in the process of both learning / providing guidance and counseling services. In the process of guidance and counseling services, there are interactive activities between educators and learners in the atmosphere of the educational environment, as well as mutual communication that takes place in educational

situations can facilitate achieving learning goals. Therefore, teacher must be also an educators who can bridge interests and facilitate these educational needs through genuine efforts that can be applied in educating their learners (Saptodewo, 2014). One of the real efforts implemented by educators in the process of providing Guidance and counseling services is to utilize the media the process of providing Guidance and counseling services with The use of media in Guidance and counseling Services can provide a stimulus to students' learning interests can increase (Mansur & Rafiudin, 2020)

Infographic media is meant to present complex information quickly and quickly (Tsai et al., 2020). Infographic media is very suitable for providing Guidance and counseling services that require interest from participants. High interest can be obtained with interesting data visualization (Ismaeel & Mulhim, 2021). One visual media of data that is widely used is infographic media. Infographics are the most effective form of communicating information in the digital age. Moreover, infographic media is very effective for presenting information in visual form. (Bystrova, 2020). Infographics aim to inform, entertain or invite readers or audiences. Infographics have many purposes, depending on what infographics are created and who they are made for (De Haan, et al., 2017) that, "Picture of the usefulness of information visualizations in the news, and contribute to a growing literature on alternative ways of storytelling in journalism today"(Resnatika et al., 2018). Infographic media contains illustrations that present information systematically and systematically. The illustration clarifies the material with a combination of images to make it easier for the reader to learn the manuscript's contents. The illustration is the art of creating images that serve to clarify and explain the manuscript (Westbrook et al., 2021). Problems obtained from the initial observations made by researchers, in this case, lecturers who teach in the guidance and counseling Media Course in the Guidance and counseling Study Program, Mulawarman University tends to lack innovation because educators who are less able to create and choose the suitable learning media to be done through the process of analyzing the needs of students. (Mansur & Rafiudin, 2020).

In this research, the material discussed the creation of infographic media and video. Based on the results of the evaluation of student project works or media in the class of 2018 and 2019, the press made is still based on non-digital or printed either in the form of posters, brochures, banners, etc., while for the 2020 level my researcher, in this case, the Lecturer has implemented with a Digital-based media project. For this reason, researchers have determined the next project for the class of 2022 students, namely making e-infographic media and infographic videos. Creating media projects that were originally non-digital to Digital is expected to increase students' creativity as prospective guidance

and counseling teachers by combining various applications such as making infographic media, some applications that have been used by students, namely building canvas applications, Photoshop and Corel Draw.

In contrast, in making videos, guidance , and counseling, students can use several applications such as zoom. Recorded, moviemaker, Corel editing video, Kinemaster, etc. (Listya, 2018). Using various applications, students as prospective guidance and counseling teachers in the future can freely develop their creativity and innovation in creating e-infographics and videos. The difference in the results of the media work of students in the class of 2018 and 2019 is still non-digital, namely, in the form of printed paper. The shortcomings of print-based infographic media include: 1) not stored properly even many media collected in damaged conditions (lack of places to store, some have been torn and eaten by termites), 2) there is still limited creativity from students due to the lack of use of existing applications. The advantages of infographic media and digital-based videos are that they can be stored well in google drive and are not damaged because they are in the form of soft files.

Furthermore, the current condition during the Covid-19 pandemic that is endemic throughout the world, especially in Indonesia, affects all sectors, especially in the world of education. The impact of the pandemic is that in every school for the learning process from 2020 to 2022, learning is held face-to-face limited; even schools organize the learning process online. The impact of this pandemic problem is that teachers must provide various innovations so that schools' learning processes, guidance , and counseling services continue to run optimally. One of the solutions provided is through infographic media and digital-based videos.

According to Maknun (2012), The problems faced and experienced by teachers in organizing guidance and counseling services are a lack of knowledge and skills teachers in managing guidance and counseling services. Teachers are less able to plan, formulate goals, manage and assess so that they are less arousing of students' thinking processes. Practical activities are practically rarely implemented and take a lot of time. Based on the regulation of the Minister of Education and Culture number 22 of 2016 concerning the standard of the primary and secondary education process, it is indicated that the learning process in the education unit is held interactively, inspiringly, fun, challenging, motivates students to participate actively, and provides sufficient space for the initiative, creativity, and independence by students' talents, interests, and physical and psychological development. Following this regulation, it can be interpreted that a teacher must have higher competencies and skills in creating guidance and counseling media and use, especially for guidance and counseling teachers.

Previous research has several similarities and differences with the title "Development of Infographic Learning Media to Increase Student Learning Interests." Hamsi Mansur et al. Lambung Mangkura Obtained similarities and differences from previous research, namely 1) previous research data collection techniques only used design assessment instruments and materials. Another similarity is from the subject studied, namely the students. While the research conducted today uses design instruments, materials and video, 2) the type of research in the experiment and control group, quasi-experimental method while in this study using a method mix, 3) in the previous research The resulting media is only based on digital infographics without being supported by explanations from guidance and counseling teachers directly, or in other words, the previous research is only visually based. In contrast, in this study, the results of the media are already based on audio and visual.

Based on the challenges faced by the previous studies that have been presented above, both from non-digital free media and the pandemic itself, this is the basis for researchers to shift to digital-based media with good intentions in terms of effectiveness and efficiency and as a solution to the impact of the Covid-19 pandemic itself (Chongpornchai et al., 2021; Dowhos et al., 2021). Moreover, the results of infographic media and videos from students' guidance and counseling can be used as a solution for the provision of limited face-to-face services. Nevertheless, the results of this research are used to correct shortcomings in the teaching process of developing guidance and counseling media so that students or prospective tutoring and counseling

teachers can improve competence and produce digital-based infographics and video media to become the optimal medium for use in the implementation of Guidance and counseling services. Students can explore their creativity to the maximum by utilizing existing facilities and infrastructure such as laptops, computers, smartphones, and various applications that can be used to create interesting media.

2. Method

This mixed method research was carried out at the Mulawarman University at the department of Guidance and counseling for the 2021/2022 academic year. It's used to picture the skills of guidance and counseling students. This study uses saturated sampling technique to select the students of the guidance and counseling class of 2020, which amounted to 76 people. In this process the students used Canva, Photoshop, and Corel Draw applications in making infographic media. While, for video creation use zoom record, moviemaker, Corel editing video, and Kinemaster. Data collection will be based on the infographic media assessment sheet with 15 items, 14 item material assessment sheet, and 2 item video assessment sheet based on each aspect of skill required. Quantitative data is obtained from the infographics assessment instrument and video from each student project assessment in the form of a score. The information that has been inputted is then analyzed using Descriptive statistics with a Likert scale (Dorneles et al., 2020; Mansur & Rafiudin, 2020) in the form of averages and percentages and converted into qualitative values using the table 4.1:

Table 1. Assessment Scale

No	Score	Category	Category	Category
1	4	Very Suitable	Excellent	Highly Skilled
2	3	Appropriate	Good	Skilled
3	2	Less Suitable	Less good	Less skilled
4	1	Not appropriate	Bad	Unskilled

Percentage formula used:

$$\text{Average Percentage} = \frac{\text{Sum Score}}{\text{Total Score}} \times 100\%$$

3. Results and Discussions

This assessment is carried out by observers, namely lecturers who teach guidance and counseling Media Development courses, to assess the number or absence of items requested in accordance with the assessment sheet (Umami et al., 2016). In the presentation of the results of the study, each complement of e-infographic media creation skills includes Images, typefaces,

Numbers, Font size, space numbers, and colouring (Sugiarto, 2020), while video includes editing Audio and visual meeting. The assessment results for infographic media can be seen in the table below.

3.1 Research Results

Research on the analysis of student's ability to create infographics and video media as a medium of guidance and counseling services in schools. Subjects as many as 76 students. Researchers gave a direct assessment of the work/assignments of students consisting of 17 design items, an infographic material

of 14 items, and an assessment of 2 items. The study results are outlined in the form of a frequency distribution table. The calculation results for the categories of each sub-variable and variable in the research instrument are found in table 1, table 2, and table 3. Three important aspects of infographics (Lankow, etc., 2014: 40,; Chongpornchai et al., 2021) It is the allure, compliment, and retention. Allure is an aspect that can make audiences interested in seeing an infographic for a long time so that the message in the infographic can be conveyed. The allure can be created through visual design by using simple, unique icons, the layout of design elements in such a way, and the selection of colors that are pleasing to the eye that causes the audience interest to find out more about what the content of the infographic is mentioned (Listya, 2018).

In designing infographics and videos, we not only how to make them interesting, but we also have to think about the message for the audience to understand. Some infographics are interesting but difficult to understand, so the impact of the message in the infographic is not conveyed well and effectively (Rotolo et al., 2022). The role of verbal communication styles such as word selection in infographics needs to be considered and made according to the intended target audience. Not just. The narrative and depiction of icons in infographics must also be adapted to the infographic's content and audience analysis results. The last aspect is retention, a visualization that helps the audience remember the information conveyed in the infographic media (Lankow, etc., 2014: 44-45). The concept of AIDA (Attention Interest Desire Action) communication can be well fulfilled with all three important aspects in infographics (Listya, 2018).

Table 2. Infographic Media Assessment

No	Assessment Item	Average Score	Category
1	Conformity of size with infographic content material	4	Very Suitable
2	Consistent layout element placement based on pattern	3	Appropriate
3	The separation between sentences is clear	3	Appropriate
4	Spaces between text and illustrations accordingly	3	Appropriate
5	Infographic titles and subtitles	4	Very Suitable
6	Illustrations and image captions	3	Appropriate
7	Don't use too many typefaces	4	Very Suitable
8	Use of letter variations (<i>Bold, italic, all capital, small capital</i>) Not excessive	4	Very Suitable
9	Spaces between lines of normal text arrangement	4	Very Suitable
10	Normal text array width	4	Very Suitable
11	Spaces between normal letters	4	Very Suitable
12	The title level is clear, consistent, and propositional	4	Very Suitable
13	Able to reveal the meaning of objects	3	Appropriate
14	The accurate and propositional form is in control of reality	3	Appropriate
15	Creative and dynamic	4	Appropriate
Sum		54	Appropriate
Average		3,6	
Overall Percentage		90%	

Based on the results of Table 2. The material assessment shows that 94.6% of the work of students / prospective teachers regarding the material that has been made in the infographic follows the assessment item/assessment Rubik, which indicates that this

material is suitable for use in infographic media. Based on the infographic Design indicator can be seen from several representative images below the shortcomings of infographic media, namely.



Figure 1. Layout element placement.

The picture above shows the lack of consistency in the good location of the image placement and text that is not ideal such as explanatory sentences that are not reached at the edge of the worksheet. For the particular improvement of the location of the image adjusted to

the explanatory sentence and for the sentence, the incarnation must be consistent with the left, right, upper, and lower borders so that no explanatory sentence is attached to the edges.

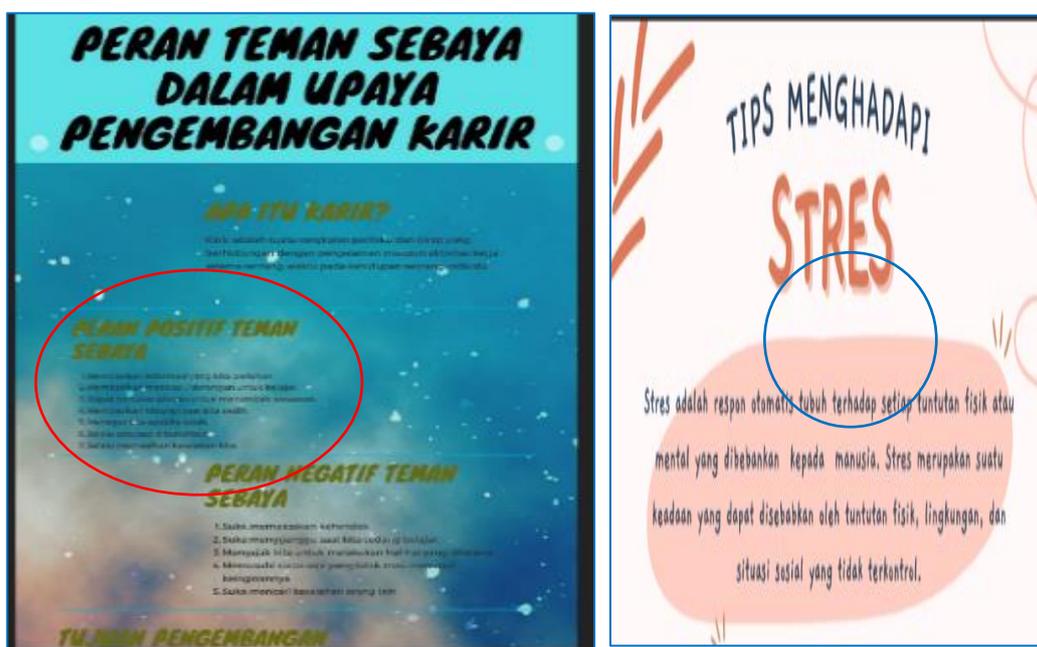


Figure 2. Separation between sentences

Based on Figure 2. It can be seen that the boundaries between sentences are not so clear because of the coloring of the lines/limits, and there are no restrictions/separators, so when the reader reads the

sequence does not understand the order from which to be read. And from the other image, some words cross the border of the text, making it less interesting when viewed.



Figure 3. Spaces between text and illustrations

Based on Figure 3. It can be seen the spaces between texts aesthetically are not appropriate. Because there are spaces so far away that there is a

blank space that should be associated with the vision of the relevant image. The standard space used in infographics is 1.15.



Figure 4. Illustrations and image captions

Based on figure 4. The images used are not correlated with what is described in the infographic media, a good infographic can correlate images with

text. Some images do not match the title or material, for example, the feeling of being symbolized with the image of people sitting, and even no pictures.



Figure 5. Reveal the meaning of the object.

Based on figure 5. It can be seen the lack of it that there are still some uses of objects that do not fit the meaning of the material contained in the infographic

media. We recommend that the image/object used be able to reveal meaning or meaning per the infographic's explanation.



Figure 6. The form is inaccurate and not propositional.

Based on figure 6. Infographic product observation results are still propositional text sizes that do not fit and in the selection of typefaces that are not appropriate, and the size of letters and numbers that do not fit so that it is less effective and even not read clearly at least for the letter size of 20. Moeller (2013) in Gormley and McDermott (2015) added that to make it easier for readers to read the contents of infographic messages, the font size must also be taken into account

according to the size of the infographic. "They are asked whether they can find more information in the image; this encourages them to reexamine the image for additional and deeper information, much like they do when closely reading alphabetic text" (Gormley & McDermott, 2015) (Resnatika et al., 2018). Further tabulation of the Assessment of Materials used in the research in table 3:

Table 3. Material Assessment

No	Assessment Item	Average Score	Category
1	Material Completeness	4	Very Suitable
2	Material breadth	3	Appropriate
3	Depth of Matter	3	Appropriate
4	Accuracy of concepts and definitions	4	Very Suitable
5	Accuracy of data and facts	4	Very Suitable
6	Accuracy of images, diagrams, and illustrations	4	Very Suitable
7	Accuracy of terms	4	Very Suitable
8	Encourage curiosity	4	Very Suitable
9	The misrepresentation of the concept	4	Very Suitable
10	Accuracy of sentence structure	4	Very Suitable
11	Sentence effectiveness	3	Appropriate
12	The term "filthy."	4	Very Suitable
13	Understanding of messages or information	4	Very Suitable
14	Ability to motivate learners	4	Very Suitable
	Sum	53	
	Average	3,8	Appropriate
	Percentage	94,6%	

Based on the results of Table 3. The material assessment shows that 94.6% of the work of students or prospective teachers regarding the material that has been made in the infographic follows the assessment item/assessment Rubik, which indicate that this

material is good for use in infographic media. Based on the Material Assessment indicator can be seen from several representative images below the shortcomings of infographic media, namely.



Figure 7. The breadth of matter,

Based on figure 7. In infographics to relate the breadth of the material, many students are still concerned when combined with some other material,

although interrelated but very limited to the material made without associating with other material.

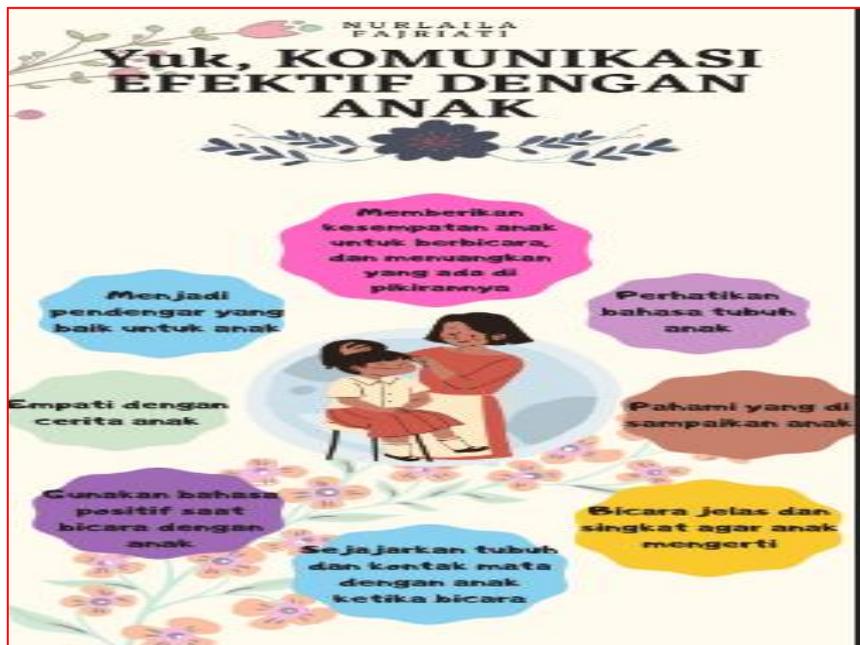


Figure 8. Depth of Matter,

Based on Figure 8, obtained still lack explanation/strengthening of the concept in detail from the material made through infographics so that, if like

this must be given direct explanation by guidance and counseling teachers



Figure 9. Less effective in sentences,

Based on figure 9, This study obtained some repetitions of the incarnation and the word contact that

is not needed so that it results in a less effective and efficient sentence

Table 4. Infographic Video Rating

No	Assessment Item	Average Score	Category
1	Clarity of Images	4	Very Suitable
2	Clarity of the Audio	3	Appropriate
Sum		7	
Average		3,5	Appropriate
Percentage		87,5 %	

Table 5. Average values Of e-Infographic design skills, materials, and video

No	Aspects	Score	Category
1	E-infographic design	3,6	Appropriate
2	Material	3,8	Appropriate
3	Video	3,5	Appropriate
Sum		10,6	
Average		3,6	Appropriate

Table 6. Percentage of e-Infographic Ratings, Materials, and Video

No	Aspects	Percentage (%)
1	E-infographic design	90
2	Material	94,6
3	Video	87,5
Average		90,7

Based on the video results that can be seen on youtube:<https://www.youtube.com/channel/UCx67H4aShsUP8Fjn4noG4WA>. E-infographic and video media are then examined using infographic design, materials, and videos used as guidance and counseling services. The assessment results have been converted into percentages presented in table 1, table 2, and table 3. The results of the assessment can also be seen in the following graph:

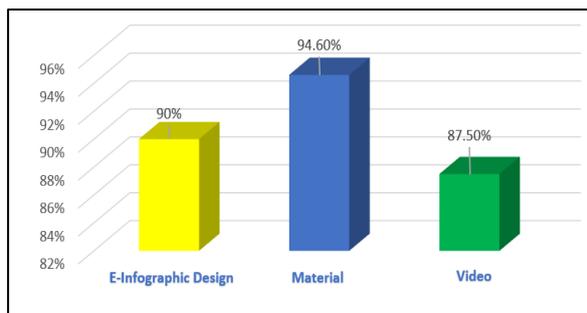


Chart 3.1. The results of the assessment

Based on the graph 3.1 , the percentage of 87.5% must be maximized so that the resulting video is much better, while the design and material also need to be improved and improved again.

3.2 Discussion

From the results of the collection of assessment sheet instruments from aspects of design, materials, and video, then the input of the score of each item so that it can be analyzed using descriptive statistics and then converted qualitatively. From the analysis results, researchers can provide a detailed explanation of the improvement of student skills competencies in the class of 2020 in infographic and video media. On average, the observation results of student assignments in infographics and videos have allured visually and audio. A person who reads infographics and views videos can easily understand the information he conveys compared to reading full text (Resnatika et al., 2018). Information in infographics is not only conveyed in the text but can be a design concept that

provides information for the reader (Lee & Cavanaugh, 2016). For the information to be understood by the reader, there must be a clear picture of the information conveyed. In infographics, writing supported by images, graphics or photos makes the information they want to convey easier for the reader to understand (Apriyanti et al., 2020; Jacob, 2020). From the Design Aspect, This Material and Video are the focus of researchers in discussing infographic media and video

In the design aspect for infographic assessment based on indicators including Compatibility of size with infographic content material, Infographic titles and subtitles, Not using too many fonts, The use of font variations (Bold, italic, all capital, small capital) is not excessive, Space between lines of normal text arrangement, Width of normal text arrangement, Normal space between letters, Clear, consistent and propositional title levels, and Creative and dynamic obtained a value of 4 with excellent categories, while the assessment results for the indicator: Placement of consistent layout elements based on patterns, Separation between clear sentences, Spaces between text and illustrations accordingly, Illustrations and image captions, Able to reveal the meaning / meaning of objects, and Accurate and propositional forms with the fact obtained a value of 3 with good categories on this aspect based on the results of interviews with some students this is done less precisely such as still confused in determining a suitable typeface, spaces on text that forget to change, and still confused decide the image used, and put the right image. However, in the aspect of design for guidance and counseling students, the average result is 3.6 in the appropriate category, so it can be highlighted that some infographic designs from students' work as prospective teachers can be used for guidance and counseling services in the fields.

Based on the assessment aspects, infographic materials can be seen from the indicators. The accuracy of data and facts, the accuracy of images, diagrams, and illustrations encouraging curiosity, and understanding of messages or information obtained a value of 4 with excellent categories, while for indicators of Material Completeness, Material Breadth, Depth of Material, Accuracy of concepts and definitions, Accuracy of terms, Lack of concept presentation, Accuracy of sentence structure, The effectiveness of sentences, the ability of the term, and the ability to motivate learners obtained a score of 3 with a good category. This is because there is still a lack of reading literacy among students, so both material coverages seems still not good in terms of breadth, in-depth coverage, and concepts, etc.

However, the analysis results also obtained an average of 3.8 in the appropriate category, so it can be seen as well that the material made by students as prospective teachers regarding infographic media can be used to provide guidance and counseling services in schools. Despite, the students still lack reading literacy, both material coverage is still be able to be

presented coverage the elements of breadth, depth, concepts, etc. (Joshi, 2021). However, the analysis results also obtained an average of 3.8 in the appropriate category, that the material made by students as prospective teachers in infographic media can be used to provide guidance and counseling services in schools.

Based on the aspect of video assessment that has been assessed from the Indicator Clarity of Shooting on the video obtained a value of 4 with an excellent category, while the clarity of the audio obtained a value of 3 which is under a good category, even though only a few of the videos have been managed to produce. At the level of audio clarity, there are still many videos with sounds that are not clear this is due to some good constraints of the device used, as well as the condition of the room when recording, there are still sounds from outside that enter the video which is needed to be highlighted as future assignment. However, the average result of the assessment was showing 3.5 which is in the appropriate category, so it can be said that the video of the work made by students as prospective teachers can be used to provide guidance and counseling services in schools.

Based on the results of the assessment, there are still shortcomings in the aspects of design, materials, and video, where these shortcomings become the evaluation material for lecturers to improve the lecture process so that in the future, the media produced becomes the maximum media both in terms of design, material, and video. Based on Graph 1. It can be seen that the percentage of student ability that must be improved in making the video is 87.5% lower than the design and material aspects. In the aspect of the video that must be improved, namely in terms of audio because the average is still less clear, this will certainly have an impact on the explanation video that is less than the maximum, while for design and material must still be improved so that the results of the media made by students will be more optimal to support in guidance and counseling services at school both carried out online and offline.

Moreover, the advantages of infographics and videos are more durable because they can be operated through digital devices such as computers, laptops, and handphones. The infographics display and videos are more interesting than printed media. Infographics and videos integrate various elements of static type infographics so that they are attractive to users. The resulting infographics and videos have no severe drawbacks, as they provide better visuals and audio with more memorable and understandable material (Ozdamli, et al., 2016).

Infographics and videos developed are easy to operate and can provide meaningful learning. Students can easily find the concept of a given material in static images because they can determine their learning steps or so-called flexibility. Somehow, this is in accordance

with the results of Hassan's research. (2016: 95), which shows that static infographics and videos are properly designed and used in a more effective process (Smith & Robertson, 2021; Wulandari, 2019).

The results of this design and material assessment are in line with the results of research conducted by Mansur (2020), which highlighted the infographic media is worth to use for the learning process. The equation with this research is that the design and material assessment instrument has the same indicators. As well as the work of students from 2 aspects, namely design and materials obtained appropriate conclusions to be used in providing guidance and counseling services in schools. While the difference is in the innovation research made where this research student make infographic videos where in the video students explain the material in the infographic they make so that this media becomes very interesting examples of video results can be seen from the following link (<https://youtu.be/qv7lgIL2IAQ>, https://youtu.be/FGSjVN3o_Mk, https://youtu.be/TiX3_OJWvHk),

Nevertheless, skills in making guidance and counselling media by utilizing technology are something that every guidance and counseling teacher must master in developing students' learning interests, as well as improving students' abilities to the maximum and thoroughly to achieve the learning goals they want to achieve (Apriyanti et al., 2020). Every guidance and counseling teacher must use skills in making guidance and counseling media to support guidance and counseling services in schools, both online and offline (Dowhos et al., 2021).

Moreover, the results of this e-infographic media and video work by students are one of the media that is very helpful and supportive in the service of guidance and counseling in school effectively and efficiently both for students and for guidance and counseling teachers. This infographic and video media work is one of the stimuli in controlling, improving, and developing the creativity in Dept. of Guidance and counseling students in producing quality media for education issue. The results of this research will be used as a benchmark for evaluating the teaching process given by lecturers to students or prospective teachers guidance and counseling by reinforcing the aspects of infographic design, video, and material for the following lecture.

From the results of the average percentage obtained, 90.7%, it can be stated that 2020 guidance and counseling students are skilled in using ICT in creating guidance and counseling media to be used in the process of guidance and counseling services. This resulting media can be one of the solutions for guidance and counseling teachers in schools during the Covid-19 pandemic that is now sweeping worldwide, especially in Indonesia (Al-Sofi, 2021).

4. Conclusion

The data highlighted the average skill of students in making infographic media and videos using ICT is classified under *skilled category*. The infographic media seems produced quite good in design, material. It seems can be used in providing guidance and counseling services both online and offline. Infographic media and videos produced by students seems have several which can be accessed repeatedly, anytime and anywhere. The result of this digital-based infographic and video media innovation is a solution during the Covid-19 pandemic or the new normal situation so that the provision of guidance and counseling services can run well. This study can be seen as one of the references to evaluate in the production of guidance and counseling media, and for lecturers to improve on indicators that are less than optimal and maximize those that are very appropriate.

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