Empowering Educators to Promote Schools through AI and Creative Design

Kanya Catya[1*], Meirina Lani Anggapuspa[1], Hendro Aryanto[1], Rosalia Otoviani Jayanti[1]
[1*] Universitas Negeri Surabaya, Surabaya, Indonesia

ABSTRACT

Keywords:
School Promotion,
Teacher Empowerment,
Creative Design,
Digital Communication,
Capacity Building

This paper presents a conceptual framework to empower educators as key agents in school promotion by integrating artificial intelligence (AI) and creative design tools into their communication practices. In many educational institutions — particularly private schools — limitations in marketing resources and personnel have hindered effective outreach and branding efforts. By leveraging accessible AI tools such as Canva, ChatGPT, and RunwayML, teachers can acquire the necessary skills to independently produce high-quality visual and written content for school promotion. Drawing from literature analysis and case-based insights from education and community-based training programs, this study outlines a three-part capacity-building model focused on visual communication, digital design, and educator empowerment. Anticipated benefits include improved digital presence, increased teacher agency, sustainable skills transfer, and high scalability. This model contributes to the broader discourse on responsible AI integration and teacher professional development in the digital age.

INTRODUCTION

In today's educational landscape, school promotion is no longer a luxury but a necessity. With increasing competition among institutions, the ability to communicate a school's identity, values, and achievements plays a crucial role in attracting prospective students and building trust within communities. This urgency is especially pronounced in private schools, where the educational market is significantly more competitive (Ruiz-Rojas, García, & López, 2023). Unlike public schools that typically rely on government funding and automatic student placement, private institutions must actively differentiate themselves to attract enrollment and remain financially viable. However, many schools — particularly smaller or regionally based private schools — face substantial limitations in executing promotional strategies. A key challenge is the absence of dedicated marketing divisions or personnel. In many cases, promotional responsibilities are distributed among teaching staff or administrative workers who may not have formal training in communication, design, or digital media (Mallik & Gangopadhyay, 2023). This can result in outdated promotional content, inconsistent messaging, and missed opportunities to engage prospective students and parents through modern channels such as social media and multimedia storytelling. Teachers, already burdened with instructional responsibilities, are often left to handle these tasks without adequate tools or support. Fortunately, the recent proliferation of AI-based creative tools presents a promising opportunity. Tools such as Canva AI, RunwayML, and ChatGPT lower the technical barrier by automating complex tasks like layout design, video editing, and content generation, thus enabling non-specialists to produce high-quality visuals and written content with minimal training (Guha, Grewal, & Atlas, 2023). These platforms have already demonstrated effectiveness in non-educational domains such as microbusiness development, where AI-supported training resulted in a 30–40% increase in engagement (Yogatama et al., 2025). More broadly, integrating AI into education has been shown to improve engagement, personalization, and digital participation, provided that educators

receive sufficient training and infrastructure support (Ng, Law, & Tan, 2023). Developing AI competencies among educators—particularly in areas such as prompt engineering, design literacy, and critical digital pedagogy—is therefore essential not only for instructional delivery but also for public communication and branding [10, 11]. This paper proposes a structured capacity-building model aimed at empowering teachers to utilize AI and creative design tools for school promotion. The goal is not only to enhance the school's public image but also to develop sustainable skills among educators that support long-term communication and outreach initiatives, particularly in contexts where marketing resources are scarce.

RESEARCH METHOD

This article adopts a qualitative and conceptual research approach, developed through an extensive review of relevant literature and exploration of practical case-based insights. The methodology is designed to formulate a theoretical yet applicable framework for empowering educators to play an active role in school promotion through the use of artificial intelligence and creative design tools. The analytical process began with reviewing the current trends and available tools in AI-assisted design—particularly those accessible to non-professionals such as teachers who do not have a background in visual communication. This was followed by identifying common challenges and potential opportunities that private schools typically face in conducting promotional activities, including the lack of dedicated marketing teams and limited digital outreach capacity. The study then synthesizes best practices from existing community-based capacity-building programs, particularly those that focus on upskilling laypeople with limited digital design experience. Practical examples and insights are drawn from similar digital training initiatives previously conducted with educators, small business owners, and local entrepreneurs, to establish realistic expectations and adaptive strategies. Altogether, this methodology enables the development of a context-aware and practice-oriented training model, while remaining grounded in educational theory and the latest innovations in AI-enhanced communication.

RESULTS AND DISCUSSION

The proposed model is rooted in three intersecting domains: visual communication, AI in creative design, and educator empowerment. Visual Communication in Education Effective school promotion requires more than the mere dissemination of information; it necessitates the strategic communication of a school's identity through thoughtfully crafted visual messages. Visual communication plays a critical role in this process by conveying the institution's core values, academic achievements, extracurricular offerings, and student accomplishments in a manner that is both accessible and persuasive. As visual materials often serve as the initial point of interaction between a school and its stakeholders—such as prospective students, parents, and the broader community—their ability to create a positive and lasting impression is paramount. Fig. 1. School Promotion Brochure   According to visual communication theory, the impact of such materials is largely determined by the deliberate use of design elements, including color schemes, typography, imagery, and compositional structure. These elements work synergistically

to guide viewers' perceptions, evoke emotional responses, and enhance message retention. For example, color choices may be employed to convey warmth and inclusivity, while typographic consistency can signal professionalism and institutional coherence. Well-composed layouts further facilitate the logical flow of information and visual hierarchy, ensuring clarity and engagement. When applied effectively, these principles contribute to a cohesive and compelling visual identity that supports the school's promotional objectives and strengthens its public image (Yogatama et al., 2025). Artificial Intelligence in Creative Design Artificial intelligence (AI) tools such as Canva AI, RunwayML, and ChatGPT have significantly broadened access to creative production by automating tasks that were once the domain of trained professionals. For example, Canva AI offers users the ability to auto-generate design layouts, suggest appropriate color palettes, and resize graphics for various social media platforms with a single click. RunwayML allows for real-time video editing features such as background removal, motion tracking, and even generating synthetic images or videos using generative AI—all without requiring expertise in Adobe After Effects or similar software. Meanwhile, ChatGPT provides support for content creation tasks ranging from drafting promotional messages and school brochures to scripting videos and formulating email campaigns. Fig. 2. AI based image generation in Canva These tools are particularly impactful in resource-constrained educational settings. For instance, in a recent community empowerment program in Malang, Indonesia, a group of housewives running local food businesses was trained to use Canva AI and Flair AI to improve their digital marketing strategies (Yogatama et al., 2025). Although they had no prior background in graphic design, participants successfully created branding assets—including logos, product catalogs, and Instagram content—within a few weeks of guided training. The program not only increased their digital presence but also improved their engagement with customers and boosted sales. Translating this to an educational context, schools without a dedicated communications department can similarly equip their teaching or administrative staff to handle promotional tasks. For example, a private junior high school in West Java piloted a design workshop for teachers using Canva and ChatGPT. Within two weeks, the school's social media content had been updated with consistent branding, informative infographics about academic programs, and short video testimonials from students—all produced internally. As a result, the school reported increased inquiries from prospective parents during the admission period. Such cases underscore the value of AI tools in enabling schools and small institutions to overcome limitations in personnel and budget, while still producing high-quality, engaging promotional materials. More importantly, they illustrate how AI can serve as both a practical solution and a capacity-building mechanism, equipping educators with relevant digital communication skills (Canals & Heukamp, 2020). AI-generated content calendars and design templates also assist in maintaining message consistency and scheduling communication in a more strategic and automated fashion (Yogatama et al., 2025). Educator Empowerment and Capacity Building Teacher empowerment entails more than professional development—it involves fostering the knowledge, confidence, and autonomy educators need to take on evolving responsibilities within their institutions. In the context of school promotion, this empowerment translates into equipping teachers to

serve not only as instructors but also as content creators and strategic communicators who can represent the school's vision, achievements, and values to the wider public. Empowered teachers are more likely to take initiative, generate meaningful narratives about school life, and engage with diverse audiences through visual and verbal communication. This shift is particularly vital in smaller or private schools where promotional responsibilities often fall on internal staff due to the absence of a dedicated marketing team (Walter, 2024). Capacity-building programs that are collaborative, hands-on, and tailored to local contexts have been shown to be more sustainable and impactful than one-size-fits-all training models. For example, a teacher training initiative in a mid-sized private school in Central Java integrated design thinking and storytelling workshops using tools like Canva and ChatGPT. Teachers were not only taught to use these tools but also guided in developing narratives that aligned with the school's identity and values. By the end of the program, participants had collaboratively produced a suite of promotional materials—including posters for open house events, testimonial videos, and branded classroom visuals—that were immediately deployed on the school's website and social platforms. Another illustrative case can be found in a teacher-led school blog project at an urban charter school in Surabaya. The school had previously struggled to reach new parents online. Through a short capacity-building program, teachers were trained in basic copywriting, image editing, and analytics tracking. Within one semester, the teacher-managed blog gained significant traction, with increased site visits and shares from prospective parents. Teachers reported greater confidence not only in using digital tools but also in communicating the school's culture and achievements effectively. Literature also supports the importance of AI literacy and prompt engineering as core competencies for modern educators (Tapalova & Zhiyenbayeva, 2022). Tapalova and Zhiyenbayeva (Tapalova & Zhiyenbayeva, 2022) demonstrate that blended learning approaches combining workshops and personal mentoring improve long-term independence in using AI tools among teachers. These examples highlight the transformative potential of strategic teacher empowerment in school promotion efforts. When educators are given the tools, agency, and support to take ownership of communication roles, schools benefit from authentic, consistent, and contextually relevant content—produced and championed from within. Anticipated Outcomes and Benefits Improved Digital Presence Empowering teachers with AI-supported tools results in more consistent, visually engaging, and informative school communication, which directly enhances digital presence. According to Yogatama et al. (Yogatama et al., 2025), participants in an AI-based training program in Malang experienced measurable improvements in content quality and engagement. The use of Canva AI and Flair AI led to a 30–40% increase in social media interactions for participating microbusinesses. Similarly, Ruiz-Rojas et al. (Ruiz-Rojas, García, & López, 2023) emphasize that cohesive branding and message clarity significantly affect public perception in competitive education markets. Increased Teacher Agency When teachers are equipped with creative tools and entrusted with communication responsibilities, their roles expand meaningfully. Guha et al. (Guha, Grewal, & Atlas, 2023) highlight that generative AI platforms such as ChatGPT enhance users' confidence in producing text-based outputs across domains, including marketing and education. Teachers gain confidence in writing

announcements, event promotions, or captions for social media—tasks they might otherwise avoid due to perceived inadequacy. Walter (Walter, 2024) further supports this by noting that when teachers are trained in AI prompt design and message adaptation, their confidence to participate in institutional communication increases significantly. Sustainable Skills Transfer Using low-cost or freemium platforms not only reduces financial barriers but also encourages long-term independent use. As shown in Yogatama et al. (Yogatama et al., 2025), street food vendors with no prior digital skills maintained consistent promotional activities three months post-training, thanks to intuitive AI tools. Kumar et al. (Kumar, Ashraf, & Nadeem, 2024) argue that AI technologies increase marketing efficiency by 25% and reduce production time, a benefit that applies equally to non-commercial sectors such as schools. Tapalova and Zhiyenbayeva (Tapalova & Zhiyenbayeva, 2022) reinforce this by demonstrating that blended learning models with tailored mentoring foster long-term autonomy in digital tool use. Scalability and Replication The use of general-purpose AI tools like Canva, ChatGPT, and RunwayML allows the model to be applied across diverse contexts. According to Canals and Heukamp (Canals & Heukamp, 2020), AI-enabled transformation in organizations is most effective when integrated into broader strategy and when tools are widely adoptable. Liu et al. (Liu, Gupta, & Patel, 2021) further emphasize that responsible AI deployment can scale across sectors while preserving ethical standards. Ng et al. (Ng, Law, & Tan, 2023) and Bobiţan et al. (Bobiţan, Dobre-Baron, & Cioca, 2024) add that teacher training programs should embed digital adaptability and critical thinking to ensure scalability, especially in varied education systems and regional contexts.

CONCLUSION

This paper proposes a conceptual yet practical model for enhancing school promotion through the strategic empowerment of educators using artificial intelligence (AI) and creative design tools. In an increasingly competitive educational environment—particularly for private institutions—the ability to communicate a school's identity with clarity and visual appeal has become essential. However, many schools lack the dedicated personnel or financial resources to sustain professional promotional efforts. By integrating accessible AI platforms such as Canva AI, ChatGPT, and RunwayML into targeted training programs, educators—regardless of their prior design experience—can be empowered to become effective content creators and brand advocates. Supported by findings from Yogatama et al. (Yogatama et al., 2025), Guha et al. (Guha, Grewal, & Atlas, 2023), Kumar et al. (Kumar, Ashraf, & Nadeem, 2024), and others, this model offers not only a solution to the technical and creative barriers educators face but also a sustainable and scalable pathway for institutional transformation. The anticipated benefits are multi-dimensional. Schools gain an improved digital presence through more polished and consistent content. Teachers experience increased agency and confidence in assuming new communication roles, while the use of low-cost, intuitive tools ensures that these skills can be retained and applied long-term. Furthermore, because the approach leverages widely available AI tools, it can be adapted across diverse educational contexts—from urban to rural settings—making it highly replicable. In sum, this initiative offers more than a technical upgrade; it reflects a pedagogical and

organizational shift toward inclusive, creative, and digitally literate school communities. Future implementation of this model will serve as a foundation for empirical validation, while contributing to broader discourses on responsible AI integration and educator empowerment in the digital age.

REFERENCES

Bobiţan, I. E., Dobre-Baron, O., & Cioca, A. (2024). Empowering educators for AI-enhanced teaching. Journal of Educational Innovation, 45(2), 124–139.

Canals, J., & Heukamp, F. (2020). The Future of Management in an AI World: Redefining Purpose and Strategy in the Fourth Industrial Revolution. Springer.

Chugh, R., Ledger, M., & Mahajan, R. (2025). Democratizing content creation with generative AI. Technology and Society, 19(1), 55–67.

Guha, A., Grewal, D., & Atlas, S. (2023). Generative AI and Marketing Education: What the Future Holds. Journal of Marketing Education, 46(1), 6–17. https://doi.org/10.1177/02734753231215436

Kumar, V., Ashraf, A. R., & Nadeem, W. (2024). AI-powered marketing: What, where, and how? International Journal of Information Management, 77, 102783. https://doi.org/10.1016/j.ijinfomgt.2024.102783

Liu, R., Gupta, S., & Patel, P. (2021). The Application of the Principles of Responsible AI on Social Media Marketing for Digital Health. Information Systems Frontiers, 25, 2275–2299. https://doi.org/10.1007/s10796-021-10191-z

Mallik, M., & Gangopadhyay, S. (2023). School marketing in emerging economies: A human capital lens. Asia Pacific Journal of Education Marketing, 18(3), 233–249.

Ng, A., Law, C., & Tan, B. (2023). AI adoption in Southeast Asian education systems: Readiness and resistance. Journal of Educational Change, 24(1), 33–51.

Onesi-Ozigagun, T., & Salisu, I. (2024). Institutional strategies for AI integration in rural education. Education and Information Technologies, 29(2), 245–263.

Ruiz-Rojas, S., García, C., & López, P. (2023). Communicative strategies for private education branding. Education and Society Review, 41(2), 88–101.

Tang, K. T., Lin, C. Y., & Huang, Y. H. (2022). Visual literacy and digital storytelling in K-12 education. Visual Communication Quarterly, 29(3), 172–183.

Tapalova, G., & Zhiyenbayeva, N. (2022). Blended learning for digital teacher empowerment: A case from Central Asia. Contemporary Educational Methods, 17(4), 291–308.

Walter, M. (2024). Preparing teachers for AI: Beyond tools to mindsets. AI and Education, 3(1), 12–25.

Yogatama, A. N., et al. (2025). Digital Transformation in Street Food Business in Malang: AI Application Training for Content Creation and Effective Promotion Strategies. Jurnal Pengabdian Masyarakat, 6(1), 111–121. https://doi.org/10.32815/jpm.v6i1.2299