



Design of a Leadership and Inclusive Learning Poster to Support Artificial Intelligence Utilization

Selfiana Khoirunnisa^{1*}, Oktaviana Purnamasari²

^{1,2} Universitas Muhammadiyah Jakarta, Indonesia

email: selfiana@gmail.com¹

Article Info :

Received:
23-04-2026
Revised:
05-05-2026
Accepted:
15-05-2026

Abstract

The rapid advancement of digital technology, particularly Artificial Intelligence (AI), has significantly transformed contemporary education, leadership, and communication systems. This study aims to describe the design process of the poster entitled "AI Shapes the Future of Education", which was developed for the International Virtual Short Course (IVSC) 2025 Poster Competition under the subtheme Innovative Digital Tools for Leadership and Inclusive Learning and achieved Second Place at the international level. This research employs a descriptive qualitative approach through literature review and design process documentation. The findings reveal that the poster development involved several stages, including concept formulation, message construction, visual element selection, typography and color determination, and final artwork refinement. The poster integrates educational advertising principles, including headline, subline, and call-to-action, with graphic design elements representing the collaboration between humans and AI technology in creating inclusive, adaptive, and sustainable education. The study highlights that visual communication design can function as an effective medium for promoting AI literacy, digital leadership, and inclusive learning awareness. Participation in the international competition also contributed to developing students' digital communication skills, visual creativity, and critical thinking while strengthening academic representation in global contexts.

Keywords: Artificial Intelligence, Digital Leadership, Educational Advertising, Inclusive Learning, Visual Communication.



©2022 Authors.. This work is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License.
(<https://creativecommons.org/licenses/by-nc/4.0/>)

INTRODUCTION

The rapid acceleration of digital transformation over the last two decades has fundamentally reshaped educational ecosystems by redefining how knowledge is produced, distributed, accessed, and evaluated across increasingly interconnected learning environments (Nasrullah, 2021). Artificial Intelligence (AI) has emerged as one of the most transformative technologies within this digital landscape because it enables computational systems to emulate human cognitive processes in decision-making, pattern recognition, and adaptive problem-solving, thereby expanding the possibilities for data-driven educational innovation (Haenlein & Kaplan, 2019). Contemporary educational research further indicates that AI is no longer positioned merely as a supplementary technological tool but has evolved into a strategic component capable of supporting personalized instruction, intelligent tutoring systems, automated assessment, and predictive learning analytics that improve educational quality across diverse learning contexts (Holmes & Tuomi, 2022). The increasing integration of AI into educational practice simultaneously reinforces the importance of inclusive learning, where educational systems are expected to provide equitable learning opportunities for all students regardless of their physical, cognitive, social, or cultural characteristics through adaptive digital technologies and accessible instructional design (Zahroh et al., 2025). Emerging evidence demonstrates that AI-supported technologies, including adaptive learning platforms, virtual reality environments, assistive technologies, and intelligent accessibility systems, substantially improve learning participation among students with diverse educational needs by accommodating different learning preferences and capabilities (Sugiyanto et al., 2024). The educational transformation driven by AI also requires institutions to cultivate digital leadership capable of directing technological adoption through ethical governance, collaborative decision-making, and human-centered educational values rather than allowing technological advancement to become an end in itself (Kandasamy, 2024). Within this rapidly evolving educational

landscape, visual communication increasingly functions as a strategic medium for translating complex technological concepts into meaningful educational messages that can influence awareness, understanding, and behavioral engagement among academic communities.

Previous studies have consistently acknowledged that AI integration contributes to more adaptive, efficient, and learner-centered educational environments, although the mechanisms through which these benefits are communicated and internalized remain uneven across different educational settings (Zawacki-Richter et al., 2019). More recent investigations emphasize that human-centered AI design produces stronger educational outcomes because technological innovation becomes more meaningful when instructional systems prioritize learner needs, accessibility, and participatory design principles instead of purely technological sophistication (Topali et al., 2025). Research focusing on inclusive educational leadership further argues that effective AI implementation depends not only on institutional technological capacity but also on leadership practices capable of integrating inclusivity, ethics, and innovation into educational management (Mariyono et al., 2024). Complementary evidence demonstrates that AI-supported personalized learning environments increase learner engagement and educational effectiveness when educational leaders actively facilitate digital transformation through strategic organizational policies (Vasiutynska et al., 2025). Studies concerning AI literacy likewise reveal that digital design platforms equipped with AI functionalities, particularly Canva AI, improve students' creativity and digital competence when accompanied by meaningful instructional guidance rather than isolated technical training (Ninditama et al., 2025). Educational practice has also increasingly recognized AI-based learning media as an important instrument for enriching instructional experiences through interactive visualization, intelligent content generation, and adaptive pedagogical support (Amalia et al., 2024). Collectively, these studies indicate that successful AI adoption depends upon the simultaneous interaction among technology, leadership, inclusive pedagogy, and effective communication rather than on technological advancement alone.

Despite these advances, contemporary scholarship continues to exhibit a noticeable imbalance because most investigations predominantly examine AI implementation from technological, managerial, or pedagogical perspectives while giving considerably less attention to the role of visual communication design as an educational intervention capable of translating abstract AI concepts into persuasive learning messages (Moriarty et al., 2022). Existing studies frequently discuss educational posters as supporting instructional media, yet relatively few explore poster design as a strategic communication product integrating AI, inclusive learning, and digital leadership within a coherent conceptual framework (Sun, 2024). The growing application of AI-supported design platforms has also shifted creative production processes, although current literature rarely evaluates how AI-assisted visual design can simultaneously promote educational inclusivity and leadership values through evidence-based communication strategies (Rizky, 2025). Research on visual literacy further demonstrates that effective educational communication depends on the deliberate organization of typography, composition, symbols, hierarchy, and visual balance rather than on aesthetic appearance alone, suggesting that educational poster design requires stronger theoretical grounding than is commonly acknowledged (Dondis, 2021). Investigations addressing educational communication likewise emphasize that students' motivation and engagement are significantly influenced by the quality of digital communication, yet the interaction between visual communication competence and AI-related educational messaging remains insufficiently conceptualized (Pratiwi et al., 2025). This fragmented body of literature illustrates that technological innovation has progressed more rapidly than the development of integrated communication models capable of representing AI-driven educational transformation through accessible and inclusive visual media.

The absence of an integrated framework connecting AI utilization, inclusive learning, ethical leadership, and visual communication creates both theoretical and practical challenges because educational stakeholders increasingly rely on visual media to disseminate complex technological knowledge across diverse academic audiences. Educational communication is becoming progressively multimodal, making visual artifacts not merely complementary learning resources but influential instruments capable of shaping perceptions, attitudes, and technology adoption within educational communities. Marketing and communication research demonstrates that visual elements, including layout, imagery, and symbolic representation, significantly influence audience interpretation, cognitive processing, and behavioral responses when communication products are designed strategically (Kotler & Keller, 2016). Contemporary psychological research further confirms that color selection functions

as a powerful communicative component affecting emotional engagement, information retention, and message credibility, making color psychology an essential consideration in educational visual communication (Gupta et al., 2025). Expanding digital ecosystems supported by big data and intelligent analytics simultaneously generate increasingly complex educational information that requires effective visualization to facilitate meaningful interpretation among learners and educators (Widiasanti et al., 2023). The broader expansion of AI across digitally connected societies also demonstrates that intelligent technologies produce sustainable societal benefits only when technological systems are accompanied by communication strategies capable of fostering public understanding and responsible participation (Batty, 2018).

This study positions itself within the emerging intersection of educational technology, inclusive pedagogy, digital leadership, and visual communication by arguing that poster design should be understood not merely as a creative product but as a human-centered educational intervention capable of facilitating responsible AI adoption in learning environments. Rather than evaluating AI solely as an instructional technology, this research conceptualizes educational poster design as a medium through which ethical leadership values, inclusive educational principles, and AI literacy can be communicated simultaneously to diverse educational audiences. The conceptual orientation adopted in this research is strengthened by human-centered design principles emphasizing empathy, iterative development, stakeholder engagement, and contextual responsiveness throughout the creative design process (IDEO, 2024). The practical context of this investigation is represented by participation in the International Virtual Short Course (IVSC) 2025 organized by Universitas Muhammadiyah Sidoarjo in collaboration with national and international partner universities under the theme Transforming Education through Digital Innovation and the subtheme Innovative Digital Tools for Leadership and Inclusive Learning, where poster-based communication becomes an authentic platform for translating educational innovation into visual narratives. The poster entitled "AI Shapes the Future of Education" was therefore developed not only as a competition entry but also as an academic design artifact intended to communicate responsible AI utilization through the integration of leadership values and inclusive learning principles. This perspective enables the study to bridge communication design scholarship with contemporary discussions on AI-supported educational transformation while responding directly to existing conceptual fragmentation within the literature.

This research aims to describe systematically the design process of the poster "AI Shapes the Future of Education", beginning from conceptual development, visual planning, design implementation, and final evaluation as an educational communication product promoting leadership and inclusive learning in the context of artificial intelligence utilization. The study seeks to demonstrate how visual communication principles can be integrated with educational technology and inclusive pedagogical values within a coherent human-centered design process that produces meaningful educational messages. From a theoretical perspective, the research contributes to extending interdisciplinary discussions connecting AI, digital leadership, inclusive education, and visual communication into a unified conceptual framework for educational design. From a methodological perspective, the study offers a structured design-based approach that may serve as a reference for future investigations examining educational communication products developed to support responsible technological transformation in contemporary learning environments.

RESEARCH METHODS

This study employs a non-empirical qualitative descriptive research design because the research does not involve primary data collection from participants, respondents, or experimental subjects, but focuses on the systematic analysis and documentation of the process of designing an educational visual communication product. The selection of this approach is aligned with the research objective, which is to describe the conceptualization and development process of the poster "AI Shapes the Future of Education" as a medium for communicating artificial intelligence utilization, digital leadership, and inclusive learning principles. The data sources consist of secondary academic sources, including peer-reviewed journal articles, scholarly books, and relevant publications discussing artificial intelligence in education, inclusive pedagogy, digital leadership, visual literacy, human-centered design, and educational communication strategies. Additional data are obtained from design documentation produced throughout the poster development process, including conceptual sketches, design planning notes, visual element selection, color considerations, typography decisions, and the formulation of

verbal messages incorporated into the final artwork. The selection criteria for literature sources include academic relevance to the research focus, conceptual contribution to AI-supported education and visual communication, and publication credibility within educational technology, pedagogy, communication, and design studies. The analytical framework is based on an integration of visual communication principles, human-centered design approaches, and educational technology perspectives to examine how visual elements represent leadership values, inclusivity, and responsible AI utilization within an educational context.

The data analysis procedure was conducted through descriptive qualitative analysis by organizing, interpreting, and synthesizing information obtained from literature sources and design documentation into a coherent explanation of the poster development process. The analysis was carried out through several stages, including identification of the central educational message, development of design concepts, selection and interpretation of visual components, evaluation of color and typography functions, organization of visual hierarchy, and assessment of the relationship between visual representation and the intended educational meaning. The final poster design was subsequently examined by connecting its visual characteristics with established theories of visual literacy, educational communication, and human-centered design to determine its relevance as a medium for supporting AI literacy and inclusive learning awareness. Research rigor was maintained through source triangulation by comparing theoretical perspectives from different academic references and ensuring consistency between conceptual foundations and design decisions. The credibility of the analysis was further strengthened through a systematic documentation process that recorded each stage of design development, allowing the research findings to provide a transparent account of how an educational poster can function as a strategic communication medium for promoting ethical and inclusive artificial intelligence utilization in contemporary learning environments. Ethical considerations were maintained by ensuring that all referenced academic materials were appropriately acknowledged and that the design process adhered to principles of responsible technology communication without misrepresenting the capabilities or implications of artificial intelligence.

RESULTS AND DISCUSSION

Conceptualization of AI, Leadership, and Inclusive Learning Messages in Poster Design

The conceptualization stage of the poster “AI Shapes the Future of Education” was initiated through an analysis of contemporary educational transformation issues that emphasize the relationship between technological innovation, leadership capacity, and equal access to learning opportunities. The development of this concept was carried out within the context of the International Virtual Short Course (IVSC) 2025 Poster Competition under the theme “Transforming Education through Digital Innovation” and the subtheme “Innovative Digital Tools for Leadership and Inclusive Learning”. The selection of this theme reflects the growing academic concern regarding the role of artificial intelligence as a transformative force that requires not only technological competence but also ethical direction from educational actors. AI development in education has shifted the focus of learning innovation from technology adoption toward the creation of adaptive, personalized, and human-centered educational ecosystems (Holmes & Tuomi, 2022). The poster design process responded to this transformation by positioning AI as an educational partner that strengthens human capability rather than replacing the role of teachers and learners. This conceptual orientation is consistent with human-centered design principles, which emphasize that technological innovation should begin with understanding human needs, experiences, and social contexts (IDEO, 2024).

The main message formulated in the poster is that artificial intelligence represents an opportunity to construct a more inclusive and sustainable educational future when it is implemented through responsible approaches. The conceptual framework was developed around three interconnected pillars, namely AI utilization, digital leadership, and inclusive learning, which function as the fundamental narrative structure of the visual composition. AI utilization was represented as a mechanism that enables personalized learning experiences through adaptive systems, intelligent assistance, and data-supported educational decision-making. Previous studies indicate that AI applications in education provide significant opportunities for improving personalization and learning effectiveness when integrated with appropriate pedagogical considerations (Zawacki-Richter et al., 2019). The inclusion of leadership values within the concept highlights that technological advancement requires individuals who are capable of managing innovation ethically and strategically rather than merely consuming technological

products. This perspective corresponds with research emphasizing that AI-driven educational transformation requires leadership frameworks that balance innovation, responsibility, and human values (Kandasamy, 2024).

The conceptual development also addressed the prevailing public discourse that frequently positions AI as a potential threat to human roles within educational institutions. The poster intentionally avoids representing AI as an autonomous force that dominates educational processes, instead presenting technology as a supportive infrastructure that expands human potential. This approach reflects the argument that AI systems achieve meaningful educational impact when they are designed to complement educators' expertise and improve learner experiences rather than eliminate human interaction (Holmes & Tuomi, 2022). The conceptual narrative was constructed through a future-oriented perspective in which students become active agents capable of utilizing technology for intellectual growth and social advancement. Such positioning reinforces the importance of AI literacy because learners need not only operational skills but also critical awareness regarding ethical and effective technology utilization (Ninditama et al., 2025). The poster therefore functions as a visual argument that technological progress should remain aligned with educational values, accessibility, and human development.

The inclusive learning dimension became another central consideration during the conceptualization stage because educational transformation through AI cannot be separated from issues of accessibility and equality. The poster communicates that AI-based educational innovation should accommodate diverse learner characteristics, including students who experience barriers in conventional learning environments. Digital adaptive technologies have increasingly demonstrated their potential to support inclusive education by providing personalized assistance, flexible learning experiences, and alternative modes of interaction for students with different needs (Zahroh et al., 2025). The concept of inclusion embedded in the poster does not merely refer to technological availability but emphasizes the ethical responsibility of ensuring that innovation benefits broader educational communities. This understanding aligns with the development of inclusive leadership models that integrate artificial intelligence with educational management strategies to create more responsive learning environments (Mariyono et al., 2024). Through this conceptual foundation, the poster presents AI as a tool for reducing educational disparities rather than reinforcing existing inequalities.

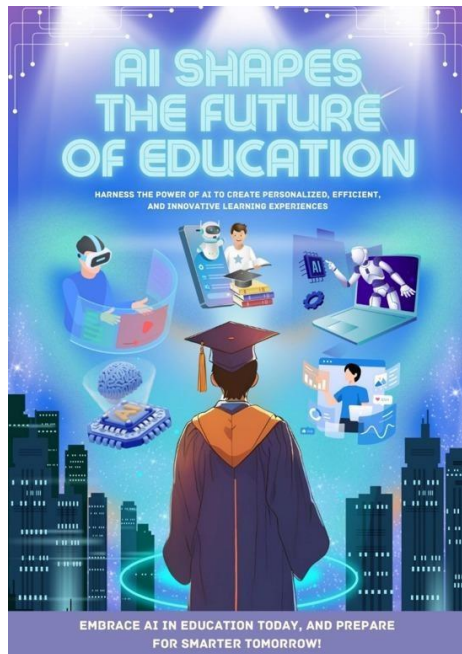
The final conceptual structure adopted a futuristic yet human-centered visual approach, where humans remain positioned as the primary subject while technological elements function as supporting components surrounding the learning experience. The placement of humans as the central focus represents the argument that educational technology must operate within a framework of human agency, emotional intelligence, and social responsibility. This design decision reflects the human-centered innovation approach, which prioritizes the relationship between users and technological systems rather than focusing exclusively on technical capabilities (IDEO, 2024). The representation also corresponds with broader discussions on digital transformation, where emerging technologies influence educational systems as part of wider societal changes involving communication, work, and knowledge production (Batty, 2018). The conceptualization process therefore produced a visual narrative that combines technological optimism with ethical awareness, demonstrating that AI advancement requires balanced interaction between innovation and human-centered educational principles.

The conceptual formulation of "AI Shapes the Future of Education" resulted in a poster concept that integrates technological advancement, leadership responsibility, and inclusive educational values into a unified communication framework. The achievement of second place in the IVSC 2025 Poster Competition on 16 January 2025 indicates that the conceptual approach successfully translated complex educational issues into an accessible visual message, although the research emphasis remains on analytical interpretation rather than competition evaluation. The poster development process demonstrates that visual communication can serve as an intermediary between academic discourse and public understanding by transforming abstract concepts of AI governance, educational leadership, and inclusion into recognizable symbolic representations. The integration of these concepts strengthens the position of educational posters as strategic communication instruments capable of supporting digital literacy and awareness among diverse audiences. This finding expands discussions on AI in education by highlighting that technological transformation also requires effective communication strategies to ensure that innovation is understood within appropriate ethical and pedagogical frameworks. The

conceptual stage therefore established the foundation for subsequent design decisions involving visual elements, typography, color selection, and persuasive messaging.

Visual Representation and Design Elements as Educational Communication Strategies

The visual representation stage of the poster “AI Shapes the Future of Education” demonstrates how design elements can function as educational communication instruments by translating abstract concepts of artificial intelligence, leadership, and inclusive learning into symbolic visual narratives. The design process was not limited to aesthetic considerations but involved the selection of visual components based on their pedagogical meanings and communicative functions. In educational communication, visual elements play an important role in simplifying complex knowledge structures and enabling audiences to interpret technological concepts through accessible representations (Dondis, 2021). The poster was developed using a combination of human figures, technological symbols, digital interfaces, and environmental illustrations to construct a visual ecosystem representing the relationship between humans and AI. Each component was intentionally positioned to support the central message that AI should operate as an educational facilitator rather than a replacement for human intelligence. The integration of these elements reflects the principle that effective educational visuals require coherence between form, meaning, and the intended learning message.



Picture 1. “AI Shapes The Future of Education” Poster

The central visual element of the poster is the figure of a graduate positioned at the lower center area, facing toward the future represented by the surrounding technological environment. This representation conveys a symbolic meaning that future educational success depends on the ability of younger generations to adapt to technological transformation while maintaining human agency. The graduate figure does not depict an individual being controlled by technology but rather a learner who stands as the main actor navigating an AI-supported educational landscape. This interpretation corresponds with research emphasizing that future learners require digital literacy, adaptability, and critical thinking skills to participate effectively in technology-driven environments (Zawacki-Richter et al., 2019). The visual positioning of the graduate also reinforces the leadership dimension embedded in the poster because the learner is portrayed as a potential future leader capable of directing technological development responsibly. Through this symbolic arrangement, the poster communicates that AI competence should be accompanied by ethical awareness and the ability to make informed decisions regarding technology utilization.

The second important visual component is the illustration of urban buildings integrated with digital elements, which represents the broader social environment in which educational transformation occurs. The city background functions as a metaphor for modern society where digital technologies

have become embedded within various sectors, including education, communication, and economic activities. The incorporation of this element expands the meaning of AI utilization beyond classroom practices by positioning education as part of a wider technological transformation. Research on artificial intelligence and smart cities highlights that intelligent technologies increasingly influence social systems through interconnected digital infrastructures and data-based decision-making processes (Batty, 2018). The visual representation of the city therefore strengthens the argument that AI-supported education is connected to broader societal changes rather than existing as an isolated innovation. The following table presents the main visual elements incorporated into the poster and their respective symbolic functions within the educational communication framework.

Table 1. Visual Elements Used in “AI Shapes the Future of Education” Poster

No.	Visual Element	Image	Description and Symbolic Meaning
1	Graduate Figure		The graduate figure is positioned as the main object in the lower center of the poster. The figure faces forward with its back toward the audience, symbolizing that the future of education lies ahead and represents a direction that the younger generation is pursuing. This visual element represents educated young individuals who are prepared to enter a technology-based educational era while symbolizing the achievement of the learning process. Contemporary graduates are expected to possess digital literacy, technological adaptability, and critical thinking skills as essential competencies for facing the demands of the twenty-first-century workplace (Zawacki-Richter et al., 2019).
2	Urban Building Background		The illustration of urban buildings integrated with digital elements represents a modern social environment that has become increasingly connected with technology. The city functions as a symbol of advancement and demonstrates that AI-driven educational transformation is part of broader social and technological changes. The representation emphasizes that artificial intelligence development influences various sectors of society, including education, economy, and digital communication systems (Batty, 2018).

3a Virtual Reality (VR) for Inclusive Learning



The Virtual Reality (VR) device represents immersive learning experiences that enable students to engage with educational content through interactive and realistic environments. This element specifically reflects the potential of AI-supported technology to facilitate inclusive learning, particularly for students with special educational needs, such as learners within the slow learner spectrum. VR technology provides alternative visualization-based learning experiences that can support individual learning requirements and improve accessibility within educational environments (Sugiyanto et al., 2024).

3b Smartphone with AI and Book



The combination of a smartphone integrated with AI technology and a traditional book symbolizes the integration between conventional educational practices and digital learning innovation. The smartphone represents mobile learning accessibility and personalized educational services, while the book maintains the representation of fundamental knowledge resources. AI-based educational systems enable adaptive learning mechanisms that adjust learning materials according to individual learner characteristics and needs (Zawacki-Richter et al., 2019).

3c Robot and AI Chip



The robot emerging from a laptop represents collaboration between human intelligence and artificial intelligence within the educational process. This element illustrates AI as an educational assistant capable of supporting data analysis, learning evaluation, and instructional improvement. AI functions as a supporting instrument that enhances educational effectiveness while maintaining the central role of educators in guiding learning processes (Holmes & Tuomi, 2022).

3d Digital Brain		The digital brain symbol positioned above the AI chip represents neural network technology and computational intelligence inspired by human cognitive processes. This visual element illustrates the ability of AI systems to process information patterns, generate insights, and support educational decision-making. AI-based personalization contributes to improving learning quality by enabling systems to analyze learner characteristics and provide appropriate educational support (Yanto et al., 2025).
3e User Interface and Learning Analytics		The digital interface and analytical data visualization represent the utilization of big data and learning analytics in contemporary education. This element demonstrates how technology enables educational systems to monitor learning processes, analyze student performance, and support evidence-based decision-making. The implementation of data-driven approaches contributes to improving educational effectiveness through systematic technological monitoring and evaluation (Widiasanti et al., 2023).

As presented in Table 1, each visual component carries a specific conceptual relationship with AI-supported educational transformation. The integration of Virtual Reality (VR), smartphone-based AI systems, books, robots, digital brains, and learning analytics interfaces demonstrates an attempt to visualize different dimensions of contemporary educational technology. The VR element represents immersive learning opportunities that can support inclusive education, particularly for learners requiring alternative instructional approaches through interactive experiences (Sugiyanto et al., 2024). Meanwhile, the combination of smartphones and books symbolizes the convergence between conventional educational practices and digital innovation, illustrating that technological advancement does not necessarily eliminate traditional learning resources. AI-supported personalization enables educational materials to be adjusted according to individual learner characteristics, creating more adaptive learning experiences (Yanto et al., 2025). The robot and AI chip elements further emphasize the collaborative relationship between humans and intelligent systems, where AI functions as an assistant that supports analysis, evaluation, and learning improvement rather than replacing educators (Holmes & Tuomi, 2022).

The representation of digital brain symbols and analytical interfaces further strengthens the technological dimension of the poster by illustrating the role of computational intelligence and educational data management. The digital brain metaphor reflects neural network concepts and the capability of AI systems to process information patterns that support educational decision-making processes. The implementation of big data and learning analytics has increasingly influenced educational management by enabling institutions to identify learning trends, monitor performance, and develop evidence-based interventions (Widiasanti et al., 2023). However, the visual presentation avoids portraying data-driven education as purely technical by maintaining the presence of human-centered

symbols within the composition. This balance reflects the understanding that educational technology requires integration between computational capability and pedagogical interpretation. The visual strategy adopted in the poster therefore aligns with human-centered AI development approaches that prioritize meaningful interaction between technological systems and educational users (Topali et al., 2025).

The overall analysis of visual elements indicates that the poster successfully constructs a coherent educational narrative through the combination of symbolic representation and technological visualization. Rather than presenting AI through complex technical illustrations that may create accessibility barriers, the design transforms technological concepts into visual metaphors that can be understood by broader audiences. This approach demonstrates the relevance of visual literacy principles, where effective communication depends on the organization of visual structures that guide interpretation and create meaningful connections between symbols and ideas (Dondis, 2021). The design strategy also supports the development of AI literacy because audiences are introduced to various educational applications of AI through contextualized visual representations rather than abstract technological explanations. The visual composition ultimately positions AI as an inclusive educational partner, reinforcing the central argument that technological innovation should contribute to expanding learning opportunities while preserving human-centered educational values.

Integration of Visual Identity, Persuasive Messages, and Educational Branding

The integration of visual identity and persuasive messaging in the poster “AI Shapes the Future of Education” demonstrates that educational communication requires a strategic combination between aesthetic composition and meaningful information delivery. The design process considered visual identity as an essential component for strengthening audience interpretation because colors, typography, and verbal messages influence how educational ideas are perceived and remembered. In this context, the poster was developed not merely as an informative visual artifact but as a persuasive communication medium that encourages audiences to recognize the importance of responsible AI utilization in education. Visual communication theory emphasizes that effective visual messages depend on the ability to organize visual elements into a coherent structure where every component contributes to meaning construction (Dondis, 2021). The selection of visual identity elements in this poster was therefore directed toward creating an impression of technological advancement, educational credibility, and human-centered innovation.

The color composition represents one of the main strategies used to establish the emotional and conceptual identity of the poster. Three dominant colors, namely blue, purple, and white, were selected because each color carries symbolic associations that support the educational and technological narrative being communicated. The blue color functions as the dominant visual tone because it represents trust, stability, competence, and professionalism, which are important values in communicating technological innovation within educational contexts. The purple element strengthens the representation of creativity, imagination, and future-oriented thinking, reflecting the innovative character of AI-based educational transformation. The use of white as a neutral background element improves readability while creating a visual impression of simplicity, clarity, and modernity. Research on visual psychology confirms that color selection influences audience perception and emotional responses toward communication products, indicating that color functions not only as decoration but also as a strategic component in meaning formation (Gupta et al., 2025).

The visual identity strategy was further strengthened through the selection of typography that reflects futuristic and professional characteristics. The headline and supporting texts utilize bold and modern typefaces to emphasize confidence, technological advancement, and the urgency of educational transformation through AI. Typography in educational communication has an important role because it affects readability, information hierarchy, and the ability of audiences to interpret messages efficiently. The arrangement of text size, font weight, and placement was designed to guide viewers from the main message toward supporting explanations, creating a structured visual reading experience. This approach corresponds with the principle of visual literacy, where the effectiveness of communication depends on how visual structures organize information and direct audience understanding (Dondis, 2021). The typographic design therefore contributes to transforming complex AI-related concepts into accessible educational messages.

The verbal communication strategy within the poster was developed through three main copywriting components, consisting of the headline, subline, and call-to-action. The headline “AI Shapes the Future of Education” functions as the primary attention-grabbing message by emphasizing that artificial intelligence actively contributes to shaping educational development rather than operating as a passive technological instrument. The phrase “shapes the future” was intentionally selected to construct a progressive narrative that positions AI as a transformative force while maintaining the importance of human involvement in education. The subline, “Harness the power of AI to create personalized, efficient, and innovative learning experiences,” provides a more specific explanation regarding the educational benefits of AI, particularly personalization, efficiency, and innovation. The call-to-action, “Embrace AI in education today, and prepare for a smarter tomorrow!”, encourages audiences to adopt an open and responsible attitude toward technological change. The construction of these verbal elements follows persuasive communication principles that emphasize message clarity, relevance, and emotional engagement in influencing audience responses (Kotler & Keller, 2016).

The combination of visual and verbal strategies positions the poster as a form of educational advertising that extends beyond conventional information delivery. Educational communication requires the ability to communicate complex ideas through concise, attractive, and meaningful representations because audiences often encounter technological concepts with varying levels of understanding. The poster applies advertising principles by constructing a message that combines rational appeals, such as AI-based personalization and efficiency, with emotional appeals related to future readiness and educational advancement. This approach is consistent with the perspective that advertising and integrated marketing communication strategies can be adapted for educational purposes to promote ideas, values, and social awareness rather than commercial products (Moriarty et al., 2022). The design demonstrates that persuasive communication techniques can support educational objectives by increasing awareness and encouraging constructive engagement with emerging technologies.

Beyond its function as a competition-based visual product, the poster also represents an instrument of academic branding by communicating institutional values related to innovation, digital transformation, and global educational engagement. Academic institutions increasingly utilize communication strategies and educational content to strengthen their identity and visibility within international contexts. The poster reflects this approach by presenting an image of education that is technologically advanced while remaining committed to inclusivity and human-centered principles. Strategic educational communication contributes to institutional branding because it enables universities and academic communities to demonstrate their intellectual orientation and innovation capacity through meaningful visual narratives (Sun, 2024). The integration of AI, leadership, and inclusive learning concepts within the poster creates a distinctive identity that represents future-oriented education. This analysis indicates that visual identity, persuasive messaging, and academic branding operate as interconnected components that enhance the effectiveness of educational posters as communication media in the era of artificial intelligence.

Poster as a Medium for Promoting Responsible AI Utilization in Contemporary Education

The final interpretation of the poster “AI Shapes the Future of Education” positions the artwork as an educational communication medium that extends beyond visual representation toward the promotion of responsible artificial intelligence utilization. The analysis demonstrates that the poster functions as a conceptual bridge connecting technological innovation with pedagogical values by presenting AI as a supportive instrument for improving educational accessibility, personalization, and learning quality. In contemporary education, technological advancement requires communication strategies that can translate complex innovations into understandable messages for broader communities, particularly when discussing emerging technologies such as artificial intelligence. The poster addresses this need by constructing a visual narrative that emphasizes collaboration between humans and intelligent systems rather than technological replacement. This perspective aligns with research highlighting that AI implementation in education should be directed toward improving learning experiences through meaningful integration between technology, pedagogy, and human decision-making (Amalia et al., 2024).

The representation of responsible AI utilization within the poster is reflected through the balanced relationship between technological symbols and human-centered visual elements. The presence of the graduate figure as the central subject indicates that humans remain the primary actors who determine

the direction and ethical boundaries of technological development. AI-related elements surrounding the figure function as supporting components that illustrate opportunities for personalized learning, digital assistance, and educational innovation. This visual arrangement reinforces the argument that effective AI adoption requires leadership capacity capable of managing technological change responsibly and ensuring that innovation remains aligned with educational objectives. Studies on AI-driven educational leadership emphasize that institutional transformation depends on leaders who can integrate technological capabilities with ethical considerations and inclusive educational values (Vasiutynska et al., 2025). The poster therefore communicates leadership not only as authority but also as the ability to guide technological development toward socially beneficial outcomes. The inclusive education dimension represented in the poster strengthens its role as a medium for promoting equitable access to technological innovation.

The inclusion of visual elements such as virtual reality devices, adaptive digital systems, and personalized learning representations demonstrates that AI can contribute to reducing barriers experienced by diverse groups of learners. Rather than presenting digital transformation as a privilege available only to technologically advanced learners, the poster constructs AI as an opportunity to expand educational participation. This perspective corresponds with studies indicating that adaptive digital media and AI-supported learning environments have significant potential to support inclusive education by accommodating different learning characteristics and accessibility requirements (Zahroh et al., 2025). The visual message embedded within the poster highlights that educational innovation should be evaluated not only based on technological sophistication but also on its ability to create fair and meaningful learning opportunities. Such representation strengthens the social dimension of AI utilization by connecting technological progress with educational responsibility.

The poster also demonstrates the potential of visual communication as a strategy for developing AI literacy among educational audiences. AI literacy requires more than technical knowledge because individuals must understand the possibilities, limitations, and ethical implications associated with artificial intelligence applications. By presenting AI through familiar visual symbols, the poster simplifies complex technological concepts and enables audiences to develop initial awareness regarding AI's educational functions. Research on AI literacy indicates that technology-based learning platforms and digital design tools can support learners in understanding AI concepts when accompanied by contextual and meaningful learning experiences (Ninditama et al., 2025). The poster contributes to this process by transforming abstract discussions about artificial intelligence into a visual narrative that emphasizes accessibility, creativity, and responsible engagement. This approach demonstrates that communication design can become an important component of technology education, particularly in preparing communities to participate in digital transformation.

From an institutional communication perspective, the poster represents an example of how educational content can contribute to academic branding by communicating institutional commitments toward innovation and global educational development. Academic branding in the digital era increasingly depends on the ability of institutions to present distinctive values through meaningful communication products that reflect their academic identity and strategic vision. The poster conveys values of technological advancement, creativity, inclusivity, and future-oriented education, which are relevant characteristics for institutions seeking recognition within international academic networks. Educational communication strategies that utilize digital content have been identified as important mechanisms for strengthening institutional reputation and public engagement (Sunı, 2024). The design artifact therefore illustrates that visual products created within academic contexts can simultaneously function as learning resources, communication media, and representations of institutional aspirations.

The overall analysis confirms that the poster "AI Shapes the Future of Education" represents a multidimensional educational artifact that integrates AI utilization, leadership values, inclusive learning principles, and communication design strategies into a unified visual framework. The research findings indicate that poster design can serve as an effective medium for translating theoretical discussions regarding digital transformation into accessible educational messages. The contribution of this study lies in demonstrating that AI-related educational innovation requires not only technological implementation but also effective representation strategies that support understanding, acceptance, and responsible engagement among audiences. Through a non-empirical qualitative analysis of design documentation and conceptual foundations, this research expands the discussion of contemporary pedagogy by highlighting the role of visual communication in shaping perceptions of AI-supported

education. The poster ultimately illustrates that responsible artificial intelligence utilization is not determined solely by technological capability but also by the educational narratives, leadership approaches, and human-centered values that guide its implementation.

CONCLUSION

The design process of the poster “AI Shapes the Future of Education” was carried out through systematic stages consisting of concept development, formulation of the main message, visual element design, color and typography selection, verbal message construction, and finalization of the artwork. Each design decision was developed based on visual communication principles and educational advertising concepts to ensure that the poster delivered not only an attractive visual appearance but also a strong educational message. The research findings indicate that the poster successfully integrated three essential concepts, namely artificial intelligence utilization, digital leadership, and inclusive learning, into a coherent visual narrative. The visual strategy applied in the poster demonstrates that communication design can function as an effective medium for translating complex technological ideas into accessible educational messages. The poster development process confirms that AI-related educational communication requires a balance between technological representation, human-centered values, and inclusive pedagogical perspectives. This approach highlights the importance of integrating creative design practices with educational theories to produce communication media that are relevant to contemporary digital learning challenges.

The poster successfully achieved Second Place in the International Virtual Short Course (IVSC) 2025 Poster Competition, an international competition involving participants from five countries, demonstrating that the integration of AI concepts, digital leadership, and inclusive learning within visual communication products can be recognized in global academic contexts. This achievement reflects the potential of creative academic works to support digital communication competence, visual innovation, and international academic engagement among students. The participation in this competition also contributed to strengthening the academic image of Universitas Muhammadiyah Jakarta through the representation of educational innovation and responsible technology utilization. The poster concept can be further developed into educational campaigns, digital literacy materials, or scholarly publications that expand public understanding of artificial intelligence in education. Future development of similar works should continue exploring the role of visual communication in promoting AI adoption that remains ethical, inclusive, adaptive, and oriented toward improving learning opportunities for diverse educational communities. Such development may provide broader contributions to educational practice by encouraging more meaningful interactions between technological advancement and human-centered learning principles.

REFERENCES

- Amalia, A., Fahmy, A. F. R., Sari, N. H. M., Nugroho, D. A., Prabowo, D. S., Pujiono, I. P., ... & Syukron, A. A. (2024). *Pemanfaatan media pembelajaran berbasis Artificial Intelligence (AI) di sekolah*. Penerbit NEM.
- Batty, M. (2018). Artificial intelligence and smart cities. *Environment and Planning B: Urban Analytics and City Science*. <https://journals.sagepub.com/doi/epdf/10.1177/2399808317751169>
- Dondis, D. A. (2021). *A Primer of Visual Literacy* (New Edition). The MIT Press.
- Gupta, J., Rao, C. S., & Rakhi, M. R. (2025). The psychology of color in marketing: How visual elements affect consumer perception. *Journal of Marketing & Social Research*, 2, 128-133. <https://doi.org/10.1111/ejed.12533>
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5–14. <https://doi.org/10.1177/0008125619864925>
- Holmes, W., & Tuomi, I. (2022). State of The Art And Practice in AI in Education. *European journal of education*, 57(4), 542-570. <https://doi.org/10.1111/ejed.12533>
- IDEO. (2024). *The Human-Centered Design Toolkit*. IDEO Press.
- Kandasamy, U. C. (2024). Ethical leadership in the age of AI: Challenges, opportunities and framework for ethical leadership. *Leadership in the Age of Artificial Intelligence*. <https://arxiv.org/pdf/2410.18095>
- Kotler, P., & Keller, K. L. (2016). *A Framework for Marketing Management*. Pearson.

- Mariyono, D., Hidayatullah, A. N. A., & Kamila, A. N. A. (2024). Integrating artificial intelligence in inclusive leadership: transforming educational management for a globalized future. <https://doi.org/10.36227/techrxiv.173198843.38170742/v2>
- Moriarty, S., Mitchell, N., & Wells, W. (2022). *Advertising & IMC: Principles and Practice* (11th ed.). Pearson Education.
- Nasrullah, R. (2021). *Manajemen komunikasi digital*. Kencana.
- Ninditama, I. P., Rahmawati, D., Indriansyah, A., Aimi, A., Agustina, S. B., & Purwanto, M. B. (2025). Literasi AI dalam Pemanfaatan Canva pada Siswa Jurusan Desain Komunikasi Visual SMK Muhammadiyah 2 Palembang. *Dinamika Sosial: Jurnal Pengabdian Masyarakat dan Transformasi Kesejahteraan*, 2(4), 92-103. <https://doi.org/10.62951/dinsos.v2i4.2593>
- Pratiwi, S. R., Malik, A., & Hadi, T. (2025). The influence of digital communication competence on student motivation. *Lektur: Jurnal Ilmu Komunikasi*, 8(2), 1–12. <https://doi.org/10.21831/lektur.v8i2.23778>
- Rizky, J. F. N. (2025). Pemanfaatan Canva AI sebagai Media Pembelajaran Interaktif Bahasa Indonesia di SMA/SMK: Kajian Sistematis Literatur. *Suluk Aksara: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 123-133. <https://doi.org/10.35897/sulukaksara.v1i2.2147>
- Sugiyanto, Sukesi, K., Pintakami, L. B., & Satriawan, P. W. (2024). Pemanfaatan virtual reality sebagai pendukung pembelajaran inklusif: Studi kasus siswa berkebutuhan khusus spektrum slow learner. *Indonesian Journal of Engagement, Community Services, Empowerment and Development*. <https://doi.org/10.53067/ijecsd.v4i1.139>
- Suni, E. K. (2024). Marketing communication strategy for academic branding through educational content. *Mantik Journal*. <https://www.ejournal.iocscience.org/index.php/mantik/article/view/4750>
- Topali, P., Ortega-Arranz, A., Rodríguez-Triana, M. J., Er, E., Khalil, M., & Akçapınar, G. (2025). Designing human-centered learning analytics and artificial intelligence in education solutions: a systematic literature review. *Behaviour & Information Technology*, 44(5), 1071-1098. <https://doi.org/10.1080/0144929X.2024.2345295>
- Vasiutynska, Y., Balanaieva, O., Bahatska, O., Pohorelova, K., & Kibak, D. (2025). Leadership in vocational education transformation: Integrating artificial intelligence for personalized learning environments. *International Journal of Organizational Leadership*, 14(Special). <https://doi.org/10.33844/ijol.2025.60505>
- Widiasanti, I., Adelia, J. T., Rosidin, L., Viola, M. F., & Daniarista, M. (2023). Implementasi Penggunaan Big Data Dalam Menganalisis Faktor Yang Mempengaruhi Kinerja Siswa Dalam Hasil Ujian. *Akademika*, 12(01), 239-250. <https://doi.org/10.34005/akademika.v12i01.2607>
- Yanto, M., Mad, S. I., & Rizqiyah, N. (2025). Personalisasi Pendidikan Berbasis AI dalam Meningkatkan Kualitas Belajar Siswa. *Entita: Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 507-522. <https://doi.org/10.19105/ejps.v1i.19116>
- Zahroh, N., Wardani, E., Salimah, N., Putri, R. A., Rafita, D., & Nusa, M. (2025). Potensi media digital adaptif sebagai solusi pembelajaran inklusif dalam menyongsong tantangan pendidikan di era Society 5.0. *Seminar Nasional Pendidikan (SNP) UST Yogyakarta*.
- Zawacki-Richte, Marín, V. I., Bond, M., & Gouverneu, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*. <https://doi.org/10.1186/s41239-019-0171-0>