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Utilization of Artificial Intelligence in Producing Promotional Video Content for the Faculty of Education, Universitas Negeri Malang

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Abstract

The rapid growth of digital communication has encouraged higher education institutions to develop promotional content that is informative, visually attractive, and responsive to social-media audiences. This study aims to develop and describe a workflow for utilizing Artificial Intelligence (AI) in producing promotional video content for the Faculty of Education, Universitas Negeri Malang (FIP UM). The study uses a Research and Development approach with the ADDIE model, covering analysis, design, development, implementation, and evaluation. Data were obtained through observation, documentation of storyboards and AI prompts, product evaluation, and documentation of publication on the official Instagram account @fip.um. The interim results show that AI was integrated across ideation, scriptwriting, storyboard development, visual design, video generation, editing, and publication. ChatGPT, Google Gemini, Canva AI, and Google Flow were used as complementary tools. Five promotional videos had been produced and published at the progress-report stage. One faculty-introduction video recorded 77,462 views, reached 60,757 accounts, and generated 7,391 interactions, while a program-promotion video reached 14,404 views and 7,891 accounts. These findings indicate that AI-assisted production can support efficient and consistent digital promotion while retaining human control over creative and institutional decisions.

Keywords: Artificial Intelligence; generative AI; promotional video; higher education; digital branding

1. Introduction

The expansion of digital media has changed how higher education institutions communicate their identity, programs, achievements, and services to prospective students and wider communities. Promotional communication is increasingly expected to be concise, visual, engaging, and adapted to the habits of digital audiences. Video is particularly relevant because it combines visual, audio, movement, and narrative elements in a single communication format. In the context of institutional branding, consistent communication across digital channels is important for building and maintaining a recognizable institutional identity (Aaker, 1996).

Generative Artificial Intelligence (GenAI) has created new possibilities for content production by supporting text, image, audio, and video generation. Recent literature identifies both opportunities and challenges associated with the use of generative AI in communication, marketing, education, and professional practice (Dwivedi et al., 2023; Lim et al., 2024; UNESCO, 2023). In marketing, technology-oriented approaches increasingly emphasize the combination of human creativity and technology rather than treating automation as a complete replacement for human decision-making (Kotler et al., 2021).

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For higher education institutions, the use of AI can potentially reduce repetitive production tasks, accelerate ideation, and support visual consistency. However, the quality of AI-generated outputs depends strongly on the instructions, contextual information, and iterative refinement provided by users. Prompt engineering therefore becomes an important part of an AI-assisted creative workflow. In this study, ChatGPT was used for ideation, scripts, storyboards, captions, and prompt refinement; Google Gemini supported information analysis and alternative visual concepts; Canva AI supported graphic design; and Google Flow supported AI-based video generation.

The Faculty of Education, Universitas Negeri Malang (FIP UM), requires digital promotional materials that represent its academic programs, institutional identity, activities, and achievements. Conventional video production may require considerable time and human resources. The progress report underlying this article therefore developed an AI-assisted workflow using the ADDIE model to produce promotional videos and to examine their initial implementation on the faculty's official Instagram account. The study addresses five practical questions: how AI is utilized, at which production stages it is integrated, what benefits are obtained, what challenges arise, and how AI utilization can support digital promotion.

The novelty of this work lies in documenting an applied workflow that connects prompt engineering, AI-based visual and video production, human editing, institutional branding, and social-media implementation within a faculty-level higher education context. Rather than evaluating AI only as a standalone generation tool, the study examines it as a component of an end-to-end promotional production process.

2. Method

This study uses a Research and Development (R&D) approach with the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The approach was selected because the research is oriented toward developing a practical product and workflow for AI-assisted promotional video production. The research was conducted in the context of promotional content development at the Faculty of Education, Universitas Negeri Malang, during the 2026 research period.

The target of development was a workflow for producing promotional video content with Artificial Intelligence. The subjects and sources of development data were the faculty's promotional-content activities, documentation of production processes, AI prompts, produced videos, and publication documentation from the official Instagram account @fip.um. The instruments consisted of a digital-promotion needs observation sheet, production documentation, prompt-engineering records, video-quality evaluation materials, and social-media publication documentation.

2.1 Development Procedure Two

Analysis. The analysis stage identified digital-promotion needs, target-audience characteristics, social-media content preferences, FIP UM visual identity, and the social-media platforms used for publication. Existing promotional content was also observed to identify strengths and areas requiring improvement.

Design. The design stage established the video theme, storyboard, duration, visual concept, narrative style, institutional branding, and prompt-engineering requirements for each scene. An AI-assisted production workflow was then planned.

Development. Content ideas, scripts, storyboards, captions, and promotional narratives were generated and refined using ChatGPT. Google Gemini was used to refine prompts and develop alternative visual concepts. Canva AI was used for illustrations, graphic elements, layouts, thumbnails, and supporting icons. Google Flow was used for image generation, animation generation, video rendering, and visual synchronization. The resulting scenes were edited by combining scenes, adding UM and FIP logos, adjusting transitions and colors, adding background music, and rendering the final videos.

Implementation. The developed videos were published through the official Instagram account @fip.um. Instagram Insights data were documented as an initial indicator of reach and audience interaction.

Evaluation. Formative evaluation was conducted during development, while the initial summative evaluation focused on the published videos. The evaluation considered visual quality, narrative quality, conformity with FIP UM identity, prompt effectiveness, ease of AI use, production-time efficiency, and achievement of promotional objectives

2.2 Data Collection and Analysis

Data were collected through observation, documentation, literature study, and product evaluation. The analysis was descriptive and qualitative, focusing on the AI production process, the roles of the four AI platforms, the characteristics of the resulting promotional videos, and initial Instagram implementation data. Social-media metrics were treated as descriptive implementation evidence rather than as causal evidence that AI alone produced the observed engagement

3. Results and Discussion

3.1 Result

At the progress-report stage, the development had reached initial implementation. Five promotional videos had been produced and published through @fip.um, accompanied by a collection of prompt-engineering materials and a draft scientific article. The workflow demonstrates that AI was not used at only one production point; instead, different tools were assigned complementary roles across the production chain.

Table 1. AI-assisted workflow for FIP UM promotional video production

Production stage	AI/platform	Main function
Ideation and scripting	ChatGPT	Content ideas, scripts, storyboards, captions, promotional narratives, prompt refinement
Concept and prompt refinement	Google Gemini	Information analysis, alternative concepts, visual direction, prompt refinement
Graphic and visual design	Canva AI	Illustrations, graphic elements, layouts, thumbnails, supporting icons
Video generation	Google Flow	Image generation, animation, rendering, visual synchronization
Human post-production	Editing workflow	Scene assembly, institutional logos, transitions, color adjustment, music, final rendering

The first documented promotional video introduced the Faculty of Education using the FIP UM mascot as the main character. According to the progress report, the video combined ChatGPT for script and concept development, Canva AI for visual design, and Google Flow for animation. Its Instagram performance was 77,462 views, 60,757 accounts reached, and 7,391 interactions, including 6,119 likes, 57 comments, 384 saves, and 380 shares. Approximately 79.8% of viewers were non-followers and 20.2% were followers, indicating that the content reached a substantial audience outside the existing follower base.

The second documented video promoted the Nonformal Education (PNF) program. The video used a simpler visual concept while retaining the FIP UM mascot identity. It recorded 14,404 views, reached 7,891 accounts, and generated 726 interactions, including 646 likes, 2 comments, 14 saves, and 12 shares. Approximately 59.7% of viewers were followers and 40.3% were non-followers.

The third documented video was an educational short video about Hari Kesaktian Pancasila, produced with an AI-based visual approach. It recorded 4,865 views, reached 2,796 accounts, and generated 159 interactions, including 153 likes, no comments, 4 saves, and 2 shares. The audience consisted of 56.9% followers and 43.1% non-followers. These data show that the AI workflow was used not only for direct program promotion but also for institutional educational communication.

Table 2. Initial Instagram performance of three documented AI-assisted videos.

Video	Views	Accounts reached	Interactions	Non-followers
Faculty introduction	77,462	60,757	7,391	79.8%
PNF program promotion	14,404	7,891	726	40.3%
Hari Kesaktian Pancasila educational content	4,865	2,796	159	43.1%

3.2 Discussion

The results indicate that AI can function as a collaborative production partner rather than a single automated solution. The workflow distributes tasks according to the strengths of each platform while retaining human control over institutional messages, visual identity, editing, and publication. This is consistent with the human-centered perspective in which AI augments human capabilities rather than eliminating human responsibility (Russell & Norvig, 2021; UNESCO, 2023).

The use of multiple AI tools also illustrates the importance of prompt engineering. The research report specifies that prompts included objectives, target audiences, language style, visual characteristics, video duration, image composition, colors, and narrative requirements. Iterative prompt refinement was used to reduce repeated revisions and improve alignment between generated outputs and the FIP UM identity. This supports the broader observation that effective generative-AI use depends not only on the model but also on the user's ability to provide contextualized instructions (OpenAI, 2024; Zhai, 2024).

The Instagram evidence provides an initial indication that AI-assisted videos can achieve substantial reach. The faculty-introduction video reached 60,757 accounts and obtained 7,391 interactions, while most viewers were non-followers. However, these descriptive statistics should not be interpreted as proof that AI itself caused higher engagement. Audience response can also be affected by topic, timing, account characteristics, distribution mechanisms, visual appeal, and other platform factors. The appropriate interpretation at this stage is that AI-assisted content demonstrated practical potential for institutional digital communication.

The variation among the three documented videos is also meaningful. The faculty-introduction video achieved higher reach and interaction than the PNF promotion and the educational Pancasila video. This difference suggests that content format and communication purpose remain important alongside production technology. Generative AI can accelerate production, but it does not automatically guarantee equivalent audience response across content types. Marketing research similarly emphasizes the need to combine technology with audience-oriented strategy (Kotler et al., 2021; Lim et al., 2024).

From an institutional perspective, the workflow offers a practical model for faculty-level digital communication. AI can support repetitive and time-consuming tasks such as ideation, drafting, visual prototyping, and scene generation, while human team members remain responsible for factual accuracy, brand compliance, ethical considerations, final editing, and publication decisions. This division of labor is particularly relevant because generative AI also creates challenges related to accuracy, transparency, authorship, copyright, and responsible use (Dwivedi et al., 2023; UNESCO, 2023).

The next stage of the research should therefore focus on refining prompts, expanding video variations for programs, facilities, achievements, and academic activities, and systematically evaluating Instagram Insights. The progress report specifically identifies these activities as the next research stage. A larger set of comparable videos and more standardized evaluation indicators will be needed to examine production efficiency and communication effectiveness more rigorously.

4. Conclusion

The progress-stage findings show that Artificial Intelligence can be integrated into an end-to-end promotional video workflow at the Faculty of Education, Universitas Negeri Malang. Using the ADDIE framework, the workflow connects analysis of promotional needs, design and prompt engineering, AI-assisted development, human editing, social-media implementation, and evaluation. ChatGPT, Google Gemini, Canva AI, and Google Flow served complementary functions rather than replacing human creative and institutional decision-making.

Five promotional videos had been produced and published at the time of the progress report. The documented Instagram results demonstrate practical reach and interaction, with the faculty-introduction video recording 77,462 views, 60,757 accounts reached, and 7,391 interactions. The findings support the use of AI as a production aid for institutional digital communication, while the variation in performance across content types indicates that audience strategy remains essential. Future work should refine prompt engineering, expand content categories, and evaluate a larger and more comparable set of publications to assess production efficiency and promotional effectiveness.

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