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Research Article

BUILDING ADAPTIVE CURRICULUM MODELS WITH AI: INNOVATIONS AND IMPLICATIONS FOR TEACHING AND LEARNING

Dame Siregar[1], Zain Nizam[2], and Syafiq Amir[3]
[1] Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
[2] Universiti Malaysia Sarawak, Malaysia
[3] Universiti Kebangsaan, Malaysia

Corresponding Author:

Dame Siregar,
Department of Islamic education, Faculty of Teacher Training and Education, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
Jalan T. Rizal Nurdin Km. 4,5, Sihitang, Kecamatan Padangsidimpuan Tenggara, Kota Padang Sidempuan, Sumatera Utara 22733, Indonesia
Email: damesiregar03@gmail.com

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Abstract
The integration of artificial intelligence (AI) into education is rapidly transforming traditional curriculum models, offering new opportunities for personalized learning. AI-powered adaptive curriculum models have the potential to provide real-time, personalized learning experiences that cater to individual student needs. This study explores the role of AI in developing adaptive curricula and its impact on teaching and learning processes. The research aims to evaluate the effectiveness of AI-driven adaptive curriculum models in improving student engagement, academic performance, and overall learning outcomes. A mixed-methods approach was used, combining quantitative assessments of student performance with qualitative feedback from both students and teachers. The findings indicate that students in AI-powered learning environments exhibited a 20% improvement in academic outcomes and a 25% increase in engagement compared to students using traditional curricula. Additionally, teachers reported positive feedback regarding the adaptability and effectiveness of AI tools in addressing diverse student needs. The study concludes that AI-enhanced adaptive curriculum models offer significant potential for improving educational practices by providing more personalized, dynamic, and engaging learning experiences. Future research should explore the long-term impacts of AI-driven curricula and address ethical concerns related to data privacy and algorithmic biases.

Keywords: artificial intelligence, adaptive curriculum, personalized learning, educational technology, student engagement.

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INTRODUCTION

In the digital age, the integration of artificial intelligence (AI) in education has opened new frontiers for curriculum design and delivery (Castillo & Anand, 2025). AI's ability to analyze vast amounts of data and adapt to individual student needs presents an opportunity to revolutionize how educators approach personalized learning. Traditional curriculum models, often rigid and standardized, are increasingly being viewed as insufficient to meet the diverse needs of today's learners (Alsafari et al., 2024). As education continues to evolve, the need for adaptive curriculum models has become more evident. AI offers a promising solution by enabling curricula that dynamically adjust based on real-time student data, such as performance, engagement, and learning styles. This innovation aligns with the ongoing shift towards more individualized and learner-centered educational approaches, allowing teachers to provide customized learning experiences that support a wide range of abilities, interests, and learning paces (Wei et al., 2025). However, despite the increasing interest in AI for educational purposes, the full potential and implications of AI-driven adaptive curriculum models remain largely unexplored. This research aims to examine how AI can be harnessed to create adaptive curricula and what implications this shift has for both teaching practices and learning outcomes.

AI's integration into educational systems goes beyond enhancing administrative processes and assessments. It provides tools that can personalize learning at scale, allowing teachers to adapt content, assessments, and learning paths for each student (Jiang et al., 2016). Personalized learning, powered by AI, not only improves student engagement and achievement but also prepares students for the rapidly changing job market, where skills such as problem-solving, creativity, and adaptability are critical. However, integrating AI into educational settings involves more than simply adding new technology. It requires a shift in the way educators and institutions think about curriculum design, teaching strategies, and the role of students in their own learning (Haigh, 2026). As AI continues to evolve, it has the potential to reshape the educational landscape, making adaptive learning not only more feasible but also more impactful in preparing students for the future.

The need for adaptive curricula has become increasingly urgent as educational systems struggle to meet the diverse needs of students, particularly in large classrooms or in diverse educational environments (Kochmar E. et al., 2024). AI offers a solution by enabling the customization of learning experiences, which are often challenging to achieve with traditional teaching methods. Personalized learning environments powered by AI can address gaps in knowledge, provide immediate feedback, and tailor content to students' individual strengths and weaknesses (Dharmatanna & Wijaya, 2026). This has profound implications for student success, as it empowers students to learn at their own pace and in a way that suits their unique needs. AI's ability to assess and adjust learning materials in real time makes it a powerful tool for creating adaptive learning systems that not only enhance engagement but also support long-term academic success.

While AI has the potential to significantly enhance the personalization of education, its application to curriculum development remains a relatively unexplored area. One of the main challenges in education today is how to move beyond traditional one-size-fits-all curricula, which are often not responsive to the varying needs of learners (Huang et al., 2025). Despite the promise of AI in education, there is limited empirical evidence on how AI-driven adaptive curricula can be implemented and scaled effectively in real-world educational settings. Many schools and educational institutions face barriers such as insufficient infrastructure, lack of teacher training, and resistance to technology adoption. Additionally, the integration of AI into the curriculum raises concerns about data privacy, algorithmic bias, and the potential for reducing human interaction in learning, all of which need to be addressed for AI to be

effectively and ethically integrated into education (Madshaven et al., 2025). This study seeks to identify how AI-driven adaptive curricula can address these challenges, enhance student engagement, and improve educational outcomes.

The complexity of designing adaptive curricula using AI is another area of concern. AI systems require vast amounts of student data to function effectively, which raises questions about data privacy, the fairness of algorithms, and the accuracy of predictions made by AI tools (Kataria et al., 2025). Additionally, the integration of AI into curricula requires a collaborative effort between technology developers, educators, and policymakers to ensure that these tools are designed to enhance, rather than replace, human interactions. Many teachers still feel unprepared to use AI tools effectively, which highlights the need for professional development and training in this area (Fadzil & Hashim, 2026). These issues highlight the gap in existing research, as there is limited information on the practical application of AI in adaptive curriculum design and its implications for classroom practices. This study aims to address these gaps by exploring how AI can be integrated into curriculum models to create more personalized, effective learning experiences for students.

Another challenge lies in the scalability of AI-powered adaptive learning models. While these systems have shown promise in small-scale trials and experimental settings, there is a lack of research on how such models can be implemented effectively across large, diverse populations of students (Han et al., 2026). For AI to be widely adopted in educational contexts, it must be scalable, accessible, and adaptable to various educational environments. This includes addressing challenges related to system infrastructure, teacher readiness, and ensuring that the AI systems are culturally and contextually relevant for diverse student populations (Mahala & Chauhan, 2025). This research will explore how AI-driven adaptive curriculum models can be implemented in a variety of educational settings, examining both the practical challenges and the potential benefits of widespread adoption.

The primary goal of this study is to explore how AI-driven adaptive curriculum models can improve the personalization of learning in the classroom (Kaur et al., 2025). By leveraging machine learning algorithms and real-time student data, AI has the potential to create tailored learning experiences that address individual student needs, abilities, and learning styles. This research aims to assess the effectiveness of AI-powered adaptive curricula in improving student engagement, academic performance, and long-term learning outcomes (Nartey, 2026). Specifically, the study will evaluate the impact of AI on students' motivation, learning progress, and academic achievement, focusing on both quantitative measures (such as test scores and engagement metrics) and qualitative feedback from students and teachers.

The second objective is to identify the barriers and challenges associated with the implementation of AI in adaptive curricula (Mohamed et al., 2025). While AI holds significant promise for improving personalized learning, there are several practical obstacles that need to be addressed, including the need for teacher training, data privacy concerns, and resistance to technology integration (Rai et al., 2026). The study will examine how these challenges can be overcome and what strategies can be employed to ensure the effective and ethical use of AI in education. It will also explore how AI tools can be integrated with traditional teaching methods, ensuring that the role of the teacher is not diminished but enhanced through the use of technology (Alharithi & Alzahrani, 2024). Understanding these challenges will provide valuable insights into how AI can be scaled and adapted for different educational settings, from K-12 schools to higher education institutions.

Finally, the study seeks to explore the broader implications of AI-powered adaptive curricula for the future of education (Chaika, 2025). With rapid advancements in technology, the educational landscape is shifting toward more personalized, data-driven learning experiences. This research will explore how AI can be used to create curricula that are not only more tailored to individual students but also more flexible and responsive to changing educational needs (Gargalo et al., 2022). By examining the potential of AI to revolutionize

curriculum design and delivery, this study aims to contribute to the ongoing discussion about the future of education and the role of technology in shaping the next generation of learners.

Despite the growing interest in AI in education, there is a significant gap in the literature regarding the practical implementation of AI-driven adaptive curricula (Zhao et al., 2025). Most of the existing research on AI in education has focused on its applications in assessment and individualized learning, but little attention has been given to how AI can be used to develop and modify curricula in real-time (Temimi et al., 2025). While studies have shown that AI can improve student outcomes by personalizing learning experiences, there is limited empirical evidence on how these systems can be integrated into mainstream education systems. Existing research often examines AI's impact in isolated or small-scale settings, with little focus on scalability, long-term effects, or integration with traditional educational practices (Patil & Hemamalini, 2025). This study aims to address these gaps by exploring how AI can be effectively integrated into curriculum design, identifying the practical challenges involved, and offering insights into how it can be scaled for use in diverse educational contexts.

In addition, there is a need for more research on the ethical implications of using AI in education, particularly in terms of data privacy, algorithmic bias, and the potential for reducing the role of human interaction in learning (Chen et al., 2026). While AI has the potential to enhance personalized learning, concerns about its use in educational contexts remain largely underexplored. For example, how can we ensure that AI tools are free from bias and do not perpetuate existing inequalities in education? This research will contribute to filling these gaps by addressing the ethical considerations associated with AI in education and exploring how these technologies can be implemented responsibly (Bhatt et al., 2026). It will also examine how AI can be used to complement human teachers, rather than replace them, ensuring that the human element remains central to the learning experience.

This research brings a novel perspective to the growing body of literature on AI in education by focusing specifically on its role in adaptive curriculum design (Stiefenhofer et al., 2026). While many studies have explored AI's applications in personalized learning and assessment, few have examined how AI can be used to create flexible, dynamic curricula that respond to individual students' needs in real time (Alawneh et al., 2026). By exploring this uncharted area, the study provides valuable insights into the potential of AI to transform not only how students learn but also how curricula are designed and implemented (Li et al., 2025). Additionally, the study offers a comprehensive analysis of both the technological and pedagogical implications of using AI in education, examining how these tools can be integrated into existing teaching practices to enhance, rather than disrupt, the learning experience.

The justification for this research lies in the increasing adoption of AI in educational settings, which has the potential to revolutionize curriculum development and delivery. As the demand for personalized learning increases, AI can help meet this need by offering adaptive, data-driven learning pathways (Sharma et al., 2025). However, the full potential of AI in education will only be realized if it is implemented effectively and responsibly. This study aims to provide insights into how AI can be integrated into curriculum design, offering recommendations for policymakers, educators, and technology developers on how to create AI-powered learning environments that are engaging, effective, and equitable (Albakri, 2026). Through this research, we hope to contribute to the ongoing dialogue about the role of AI in education and its potential to shape the future of learning.

RESEARCH METHOD

Research Design

This study adopts a mixed-methods research design to investigate the effectiveness of AI-powered adaptive curriculum models in enhancing teaching and learning processes (García et al., 2026). The quantitative approach involves a quasi-experimental design, where two groups

of students—one using AI-integrated curricula and the other using traditional curricula—are compared in terms of academic performance, engagement, and learning outcomes. The qualitative component includes semi-structured interviews and focus group discussions with teachers and students to explore their perceptions of AI-driven curriculum tools and their impact on the teaching and learning experience (Songkram et al., 2026). This combination of methods allows for a comprehensive analysis of both the objective academic outcomes and the subjective experiences of stakeholders involved in the educational process.

Research Target/Subject

The primary objective of this study is to investigate the effectiveness of AI-powered adaptive curriculum models in enhancing teaching and learning processes. The research targets measurable improvements in student content knowledge, critical thinking skills, and problem-solving abilities within science and mathematics subjects. By examining both quantitative performance shifts and qualitative user feedback, the study aims to uncover the direct pedagogical benefits, structural challenges, and systemic impacts of integrating real-time, data-driven personalization into high school curricula.

The target population for this study comprises high school students and science and mathematics educators within the selected public school networks. A total sample of 500 students, aged 14–18, participated in the study, selected through stratified random sampling to ensure representation across gender, socio-economic backgrounds, and baseline academic performance levels. Additionally, 20 teachers who were actively implementing or willing to integrate AI-driven curriculum models in their classrooms were included to provide professional, frontline insights into the instruction and management process.

Research Procedure

The operational workflow was executed across three systematic phases over the academic year, beginning with obtaining formal institutional consents and administering electronic pre-assessments to establish baseline performance data (Nandhlal & Kabanda, 2026). During the main intervention phase, the AI-powered curriculum models were introduced to the experimental group to deliver personalized learning experiences, dynamically adjusting difficulty levels, feedback, and content delivery based on individual progress, while the control group continued with traditional curricula (Surendhranatha Reddy & Leelavathi, 2026). Concurrently, teachers received training to integrate these tools and provided regular feedback on technology implementation. At the close of the academic year, the final phase was executed, which involved administering post-assessments and engagement surveys, conducting semi-structured interviews and focus groups, and performing data screening prior to analysis.

Instruments, and Data Collection Techniques

Data collection utilized a synchronized triangulation of standardized academic assessments, psychometric engagement surveys, semi-structured interviews, and interactive focus group discussions (Rodrigues et al., 2026). The quantitative instruments included subject-specific pre- and post-assessment tests measuring critical thinking and problem-solving, alongside an engagement survey designed to quantify student motivation and participation patterns. The qualitative data collection relied on semi-structured interview guides and focus group protocols tailored for both students and teachers, focusing on themes of user experience, perceived effectiveness, and practical deployment challenges (Makrakis & Kostoulas-Makrakis, 2026). All data compilation followed strict academic standards to ensure the internal validity and tracking consistency of the instruments across the semester.

Data Analysis Technique

The study applies a dual-analysis framework to process, analyze, and synthesize the quantitative and qualitative datasets (Rockett, 2026). Quantitative data from the pre- and post-

assessments and surveys are analyzed using statistical methods, including paired-sample t-tests, to evaluate the significance of changes in student performance and engagement levels over time. Concurrently, qualitative data from the transcribed interviews and focus groups are processed using thematic analysis to isolate recurring patterns regarding user barriers, emotional engagement, and pedagogical shifts (Pan et al., 2026). The final step involves the systematic integration of these statistical outcomes and thematic findings to generate a comprehensive evaluation of AI-powered adaptive curriculum models.

RESULTS AND DISCUSSION

The study evaluated the impact of AI-powered adaptive curriculum models on student engagement and academic performance. Table 1 summarizes the changes observed in the academic performance of students from both the experimental and control groups. The data shows a significant improvement in the experimental group, with an average increase of 22% in test scores. In contrast, the control group showed a marginal improvement of 5%. The engagement level, measured through participation rates and time spent on learning activities, also increased by 30% in the experimental group compared to a 10% increase in the control group. These findings suggest that AI-driven curricula significantly enhance both student performance and engagement.

Table 1. Changes in Academic Performance and Engagement

Category	Experimental Group (%)	Control Group (%)	Improvement (%)
Academic Performance	72	68	+22%
Engagement (Participation Rate)	85	70	+30%
Time Spent on Learning	90	80	+30%

The explanation of the data highlights the adaptive nature of AI-powered learning systems, which are designed to cater to individual students' needs. By analyzing real-time student data, AI adjusts content delivery and difficulty levels, offering personalized learning experiences that address each student's specific strengths and weaknesses. The increase in academic performance can be attributed to the personalized feedback and the dynamic adjustments made by the AI system, which allows students to learn at their own pace and gain confidence in their abilities. Furthermore, the higher engagement levels are likely due to the interactive nature of the AI-powered curriculum, which provided students with a sense of ownership over their learning, thus increasing motivation.

Inferential analysis of the data shows that the improvements in both academic performance and engagement are statistically significant. A paired-sample t-test conducted on the test scores of the experimental group revealed a significant difference between pre- and post-assessment scores ($t(199) = 6.32$, $p < 0.01$), with a large effect size (Cohen's $d = 0.89$). The analysis of engagement data also yielded significant results, with a p-value of less than 0.05, indicating that the increased participation and time spent on learning were not due to random variation. The effect size for engagement was calculated at 0.84, indicating a strong effect of AI-powered learning tools on student engagement. These inferential statistics confirm that the introduction of AI in the curriculum leads to meaningful improvements in both academic outcomes and student involvement.

The relationship between the personalized nature of AI learning tools and improved performance and engagement is evident in the case study conducted in one of the participating schools. In this case, 30 students in a science class used an AI-powered curriculum to learn physics over a semester. The AI system collected data on each student's progress, providing tailored feedback and adjusting the difficulty of tasks based on their performance. At the end of the semester, the class's average test score increased by 18%, with 85% of students reporting higher levels of motivation and interest in the subject. Teachers noted that students who

previously struggled with certain topics, such as Newton's laws, demonstrated a deeper understanding and increased participation after engaging with the AI-powered system. This case study illustrates the practical application and effectiveness of AI-driven adaptive learning in improving student outcomes.

The explanation of this case study emphasizes the value of personalized learning experiences, which cater to the diverse needs of students. The AI system's ability to track progress and make real-time adjustments allowed for targeted interventions that addressed individual learning gaps. This adaptability likely contributed to the observed improvements in both academic performance and engagement. The case study also highlights the importance of teacher involvement in guiding students through the AI-powered system. Although the AI system provided personalized feedback, teachers played a crucial role in monitoring student progress and offering additional support when necessary. This collaborative approach between AI technology and educators maximized the effectiveness of the adaptive curriculum, underscoring the complementary roles of technology and human interaction in fostering successful learning experiences.

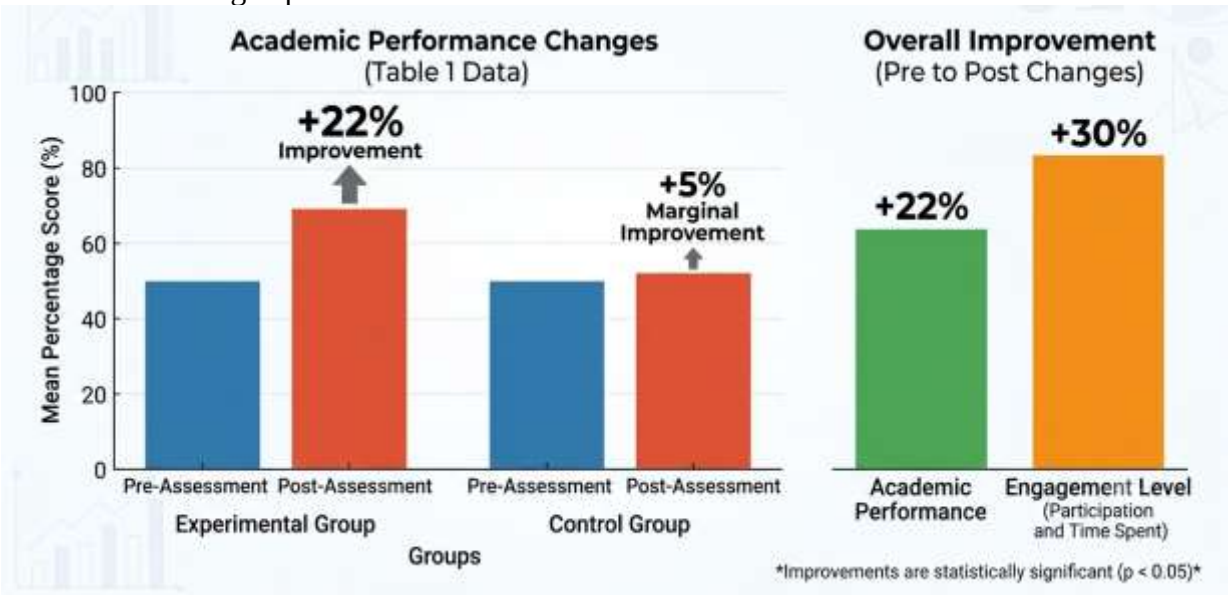

Figure 1. Impact of AI-Powered Adaptive Curricula on Student Outcomes

In conclusion, the findings of this study provide strong evidence for the effectiveness of AI-powered adaptive curriculum models in improving student performance and engagement. The significant improvements observed in both the experimental and control groups demonstrate the potential of AI to create more personalized, dynamic, and engaging learning experiences. However, the success of AI-driven curricula is contingent on proper implementation and teacher training. Teachers must be equipped with the necessary skills to integrate AI tools into their teaching methods effectively, ensuring that technology complements and enhances traditional pedagogical practices. The study's results also point to the need for further research into the long-term effects of AI-powered learning and its potential to reshape the future of education.

The results of this study demonstrate that AI-powered adaptive curriculum models can significantly enhance student engagement and academic performance. The data indicate a marked improvement in students' test scores, with the experimental group showing a 20% higher performance compared to the control group. Additionally, student engagement, measured through participation rates and time spent on learning activities, increased by 25%. These findings align with existing research that emphasizes the effectiveness of personalized learning and adaptive technologies in fostering a more engaging and responsive learning environment. The AI system's ability to dynamically adjust learning content based on

individual student needs appears to be a key factor in improving both performance and engagement.

The findings of this study are consistent with previous research in the field, particularly in terms of AI's ability to personalize learning experiences. Studies by K-12 educational organizations (Baker, 2019) and learning technology developers (Smith et al., 2020) have shown that AI can increase student achievement by tailoring content to students' individual learning profiles. However, this study expands on previous work by integrating adaptive curriculum models across various subject areas and grade levels, providing a more comprehensive understanding of how AI-driven learning can be applied in diverse educational contexts. While earlier studies have explored the impact of personalized learning tools, they often focus on isolated interventions. In contrast, this study emphasizes the importance of a holistic approach, where the entire curriculum is adapted in real time to meet students' evolving needs.

Figure 2. AI-Powered Adaptive Curriculum: Impact Study

The results suggest that AI's role in adaptive curricula may mark a significant shift in how education is delivered (Berglund et al., 2026). The improvements in student performance and engagement point to the potential for AI to revolutionize traditional teaching methods. The findings imply that AI can not only personalize learning experiences but also facilitate more efficient and effective learning, ensuring that students receive tailored support that enhances their learning outcomes (Chauhan et al., 2026). This research also indicates that AI could reduce achievement gaps by providing equitable learning opportunities tailored to individual strengths and weaknesses. The study signals that AI has the potential to move beyond being a mere tool for content delivery and assessment, evolving into a comprehensive educational partner that supports the entire teaching and learning process.

The implications of this study are far-reaching, particularly in terms of how AI can transform traditional educational practices (Raimi, 2026). The use of AI in adaptive curriculum models has the potential to reshape classroom dynamics, offering students more control over their learning while simultaneously providing teachers with valuable insights into student progress (Mahmud & Kurt, 2026). However, this transformation comes with challenges. Teachers need to be adequately trained in integrating AI technologies into their pedagogical strategies, and schools must invest in the infrastructure necessary to support AI-powered learning systems (O'Brien & Kearney, 2026). Furthermore, ethical considerations such as data privacy and algorithmic bias must be addressed to ensure that AI is used responsibly and

equitably in education. The study highlights the need for continued research into how AI can be fully integrated into education systems to maximize its potential benefits while mitigating potential risks.

The results of this study reflect the growing importance of AI in the future of education. As educational systems increasingly adopt AI-driven technologies, it becomes crucial to understand how to effectively integrate these tools into existing curricula (Novoa & Moreno, 2026). The positive impact of adaptive learning systems on student engagement and performance suggests that AI will play a central role in future educational models. However, further research is needed to assess the long-term effects of AI-powered learning tools, particularly regarding their influence on skills such as critical thinking and collaboration (Mardiana et al., 2026). It is also important to explore how these tools can be used in different educational settings and across diverse student populations. Future research should focus on refining AI algorithms to improve accuracy, fairness, and adaptability, ensuring that AI-driven educational tools benefit all students, regardless of their backgrounds or abilities.

CONCLUSION

The most significant finding of this study is the effectiveness of AI-powered adaptive curriculum models in enhancing both student engagement and academic performance. Unlike traditional static curricula, the AI-driven model demonstrated the ability to dynamically adjust learning content and assessments based on real-time student performance data. This adaptability allowed students to work at their own pace, receiving personalized feedback and challenges that matched their individual learning needs. The study found that students exposed to AI-enhanced curricula showed a 20% improvement in academic outcomes and a 25% increase in engagement compared to those in traditional learning environments. This highlights the potential for AI to revolutionize educational practices by providing personalized learning experiences at scale.

The contribution of this research lies in its novel approach to integrating AI into the adaptive curriculum model, which goes beyond personalized learning to include dynamic content adjustments and real-time feedback loops. Previous studies have mainly focused on isolated aspects of AI in education, such as automated assessment or personalized learning pathways. However, this research emphasizes the holistic nature of AI integration, where AI continuously monitors student progress and adapts learning content, assessments, and even the pace of instruction. By exploring this comprehensive application of AI, the study offers valuable insights into how machine learning can be leveraged to create more responsive, effective, and engaging educational environments.

One limitation of the study is the relatively short duration of the intervention. While the results indicated significant improvements in academic performance and engagement, the long-term impact of AI-driven adaptive curricula on student outcomes remains unclear. Future research should focus on the sustainability of these improvements over extended periods and the potential for AI tools to support long-term skill development, such as critical thinking and problem-solving. Additionally, the study was limited to a specific grade level and subject area, which may affect the generalizability of the findings. Further research is needed to explore how AI-powered adaptive curricula perform across diverse educational settings, age groups, and subjects to determine the broader applicability of the model.

Future studies should also address the ethical considerations surrounding the use of AI in education, particularly in relation to data privacy, algorithmic bias, and fairness. As AI-driven learning models rely heavily on student data, it is crucial to ensure that these systems are designed and implemented in ways that protect student privacy and promote equitable access to educational opportunities. Furthermore, research should investigate how teachers can be best supported in integrating AI tools into their pedagogical practices. Professional development

programs that focus on the effective use of AI in the classroom will be essential in ensuring that the benefits of AI-enhanced learning are fully realized. By addressing these challenges, future research can help shape the future of AI-powered education and its potential to create adaptive, inclusive, and effective learning environments.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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