

Integrating AI in Classrooms an Innovation or Disruption?

Analiza B. Calles

School of Technology and Computer Studies, Biliran Province State University, Almeria, Biliran 6561, Philippines

Corresponding email: ab.calles@bipsu.edu.ph

Many classrooms across Philippines, the conversation around artificial intelligence (AI) is becoming louder. As schools gradually adopt digital tools to enhance learning, AI is emerging as both a solution and a concern. For some educators and students, it represents a powerful innovation, one that simplifies lesson planning, speeds up information access, and provides personalized learning experiences. But for others, AI raises real and growing issues: dependency, misinformation, and a weakening of critical thinking skills.

Without AI, many students continue to struggle with outdated resources and slow access to information. Some rely solely on textbooks that no longer reflect the demands of today's digital world. Teachers, too, spend hours preparing lessons manually, grading assessments, and adjusting teaching methods without reliable tools to track student progress efficiently. The absence of AI leaves classrooms behind, especially when compared to the fast-paced evolution of education in other countries (Prestoza, 2024).

Yet, integrating Artificial Intelligence into learning environments is not without complications. Students may become too reliant on AI-generated content, using tools to write essays or solve math problems without understanding the concepts behind them (Chavez et al., 2024). Educators, on the other hand, face pressure to compete with platforms that deliver content quickly but not always accurately. If not monitored properly, AI can hinder creativity, weaken academic integrity, and reduce meaningful learning (Hutson et al., 2022).

Despite these challenges, AI's presence in classrooms is not inherently negative. It becomes disruptive only when it replaces rather than supports. When used strategically, AI can enhance engagement through interactive tools, support teachers in identifying learning gaps, and allow schools to personalize instruction (Sibug et al., 2024). In Philippines rural areas, students are now exploring lessons beyond what their local textbooks offer, it is the opportunities made possible by AI integration (Pecasion et al., 2023). Some science educators are even using AI to assist students in conducting real-time research and developing data literacy (Mangubat & Paglinawan, 2025).

So, is AI an innovation or a disruption? It is both a innovation and disruption depending on how it is introduced and controlled. The solution lies in balance. Education leaders must draw clear lines between assistance and dependence, encourage ethical use of technology, and equip both students and teachers with the digital discipline to use AI meaningfully.

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