Education Cooperation Policy Development of Microlearning-Based French Reading Learning Media for A1 Level Comprehension Ecrite Course Countries Indonesia and Algeria

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Abstract

The urgency of this research is that foreign language skills, including French, are needed in the era of globalisation to meet the demands of the 2nd Century. In higher education, the reception Écrite (Written Text Comprehension) course at A1 level has a strategic role in equipping students to understand simple texts in French, as regulated by the Common European Framework of Reference for Languages (CEFR).The purpose of this study is to develop Microlearning-based A1 level French reading learning media in the A1 level Reception Écrite course. This media is designed to improve students' ability to understand simple written text effectively and independently, in accordance with CEFR standards. The research collaborative initiative between Indonesia and Algeria, the study aligns with both countries' education cooperation policies and their shared commitment to multilingual education and digital innovation. and is a international collaboration between the Département de Didactique du FLE, Faculté des Langues et des Arts, Universitas Negeri Jakarta, and the Département de Français, Faculté des Langues Étrangères, Université d'Oran 2 Mohamed Ben Ahmed, Algeria.The research approach used methods approach, qualitative. The data collection technique used a questionnaire distributed online using Google Form and analyse data such as data reduction, data presentation, and drawing conclusions or verifying data. The results of this study indicate that 100% of the need for educational cooperation policies for the development of Microlearning-based French reading learning media for Comprehension Ecrite Level A1 courses in Indonesia and Algeria to increase educational diplomacy cooperation.

Keywords: *Micro Learning, Implementation, Technology Readiness, A1; Learning Media; Compréhension Ecrite; Diplomacy Education.*

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Introduction

President Prabowo Subianto issued Presidential Regulation Number 12 of 2025 on the National Medium-Term Development Plan (RPJMN) 2025-2029 on 10 February 2025. The RPJMN 2025-2029 is the implementation of the first phase of the National Long-Term Development Plan (RPJPN) 2025-2045 as well as the initial foundation to realise the vision of a Golden Indonesia 2045 (Source:

https://setneg.go.id/baca/index/rpjmn_2025_2029_fondasi_awal_wujudkan_visi_indonesia_emas_2045).

The Ministry of Higher Education, Science and Technology (Kemdiktisaintek) has a policy to encourage international research collaboration. This policy aims to improve the quality of research and innovation in Indonesia through collaboration with universities and research institutions abroad (Source: https://kemdiktisaintek.go.id/kabar-dikti/ditjen-diktiristek-tegaskan-komitmen-dalam-mendorong-kolaborasi-internasional-melalui-hepcon-2024-2/#:~:text=Ditjen%20Diktiristek%20Tegaskan%20Komitmen%20dalam%20Mendorong%20Kolaborasi,Pendidikan%20Tinggi%2C%20Sains%2C%20dan%20Teknologi%20Republik%20Indonesia).

A total of IDR 1.47 trillion was officially disbursed to support the implementation of research and community service programmes in higher education in Fiscal Year 2025 (Source: https://kemdiktisaintek.go.id/kabar-dikti/kabar/kemdiktisaintek-salurkan-rp147-triliun-untuk-riset-dan-pengabdian-di-perguruan-tinggi/). This step is an important part of the national strategy in realising the vision of the Asta Cita of the President and Vice President, as well as accelerating the achievement towards the Golden Indonesia 2045. The commitment was affirmed during the signing of the Contract for the Implementation of Research and Community Service Programmes and scholarships.

Ensuring all children get a good start: Indonesia can make two years of quality early childhood education compulsory and accessible to all so that children come to school ready to learn. It can strengthen the coverage and quality of early childhood education by allocating sufficient funding both at central and district levels, and developing a roadmap to achieve two years of universal early childhood enrollment by 2030 (Source:

https://www.worldbank.org/en/country/indonesia/publication/the-promise-of-education-in-indonesia).

According to Eminue (2009), public policy implementation is the process of transforming human and material inputs, including information, technical resources, human resources, demand, and support, into outputs in the form of goods and services. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has begun to realise efforts to escalate the quality of human resources through the Merdeka Belajar – Kampus Merdeka (MBKM) policy since 2020. This policy scheme is designed in accordance with the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards, especially in articles 15 and 18. Furthermore, the MBKM policy design was implemented to answer the challenges of underdevelopment and unpreparedness of the quality of labour skills in Indonesia.

The use of educational and cultural components also speaks to the realisation of the concept of soft power and public diplomacy which has a long-term impact. In the context of foreign policy

and international relations, educational and cultural exchange relationships are the "human side" because they contribute in the form of communication, and focus attention on people, their ideas, values, understandings, attitudes, skills, and knowledge (Bennett, 1965: 762; Yun, 2015: 711). Joseph Nye (2008: 102) states that the third dimension of public diplomacy is the development of lasting relationships with key individuals over the years through Cooperative Research and Community Service Program, scholarships, student exchange training, seminars, conferences, and access to Indonesia and Algeria.

The study of soft power components and public diplomacy in relation to educational diplomacy and cultural diplomacy has been widely discussed by International Relations academics. One of them took the cooperation of Cooperative Research and Community Service Programme of Universitas Negeri Jakarta, and Faculte des Langues Etrangères Université d'Oran. The use of the concept of soft power in foreign policy was popularised by Joseph Nye, an academic in International Relations. While soft power is one source of influence, the concept is also about persuasion and the ability to charm (Nye, 2008: 95).

Public diplomacy is an instrument used by governments to mobilize resources to communicate and engage the public of other countries, not just their own government (Nye, 2008: 95). Essentially, a country's soft power rests on three resources: culture, political values, and foreign policy (Nye, 2008: 96). This is done to foster understanding of the nation's ideas, ideals, culture, national goals, and current policies. Diplomacy is a method of discussion and communication between countries used to peacefully resolve disputes, serving as a foreign policy tool (Heywood, 2011: 7).

 It should be emphasized that new-era diplomacy has opened up to the involvement of non-state actors, although technically still representing a particular country. Furthermore, contemporary diplomacy is not always about conflict resolution but also serves as a medium for strengthening relationships. In this article, these media are outlined in the components of education and culture. Five types of actions related to public diplomacy are listening, advocacy, international broadcasting, cultural diplomacy, and international exchange—with the emphasis on educational and cultural exchange (Cull, 2008).

In the modern world, cultural, political, and social exposure to host countries is achieved through international exchange in general and educational exchange in particular (Metzgar, 2016: 226). Relational diplomacy, or people-to-people diplomacy, of which educational exchange is a component, is pursued over the long term (Golan, 2013). International higher education is pursued as a potentially profitable student mobility experience that fosters intellectual, commercial, and social relationships that can enhance a country's reputation and increase its capacity to participate in and impact regional or global outcomes (Byrne and Hall, 2013: 419).

 The majority of these students return to responsible leadership positions in their home countries, and it is believed that their impressions of the host country are more important than the technical information and skills they learned there (Bu, 1999: 398). Furthermore, face-to-face communication—physical educational and cultural exchange—remains the most successful form of relationship. To sustain it, this communication can be supplemented and strengthened with online communication.

In the context of higher education in Indonesia, mastery of a foreign language is one of the indicators of the achievement of graduate competencies, in accordance with the Indonesian National Qualifications Framework (KKNI). Foreign language skills, including French as a

foreign language, are very important skills in the era of globalisation. Written text reading skills in the Reception Écrite course at the A1 level include comprehension of simple texts within the CEFR (Common European Framework of Reference for Languages). It stands for Common European Framework of Referencefor Languages: learning, teaching, and assessment(Council of Europe, 2018, 2020). framework which describes a person's language ability at the beginner level.

However, the challenges in learning French in higher education are still considerable. Indonesian students studying French at the A1 level often face various barriers in understanding written texts. These barriers include:

1. Differences in Grammatical Structure: French has a significantly different grammatical structure from Indonesian, such as the use of gender in nouns, complex verb conjugations, and different sentence layouts. These differences make it difficult for students to understand and translate the text accurately.

2. Vocabulary Limitations: At the A1 level, students have limited mastery of French vocabulary. This hinders their ability to understand the overall meaning of the text, especially when faced with rarely used words or specialised terms.

3. Phonetics and Pronunciation: French has a complex phonetic system with many sounds that do not exist in Indonesian. This difficulty in pronunciation and hearing can affect students' ability to recognise and understand words in written texts.

4. Lack of Cultural Exposure: Text comprehension often requires knowledge of the cultural context. Lack of exposure to French culture makes it difficult for students to understand idioms, expressions, or cultural references that appear in the text.

5. Lack of Relevant Learning Resources: Limited access to learning materials appropriate to the A1 level and Indonesian context is an additional barrier. The materials that are available may not be suitable for students' needs or level of understanding.

6. Low Motivation and Confidence: Continued difficulties can lower students' motivation and confidence in learning French, which in turn affects the effectiveness of their learning.

To overcome these barriers, a comprehensive approach to learning is required, including the use of interactive teaching methods, the provision of contextualised and relevant materials, and increased exposure to French culture through various media. Conventional learning methods are often unable to fulfil the needs of students who are dominated by the digital native generation. Students In the context of higher education in Indonesia, mastery of a foreign language is one of the indicators of the achievement of graduate competencies, in accordance with the Indonesian National Qualifications Framework (KKNI) (source: https://repositori.kemdikbud.go.id/6999/1/117-Support-to-Development-of-the-Indonesia-Qualifications-Framework.pdf).

Microlearning's strengths lie in its capacity to reduce cognitive overload, increase learner motivation, and provide just-in-time learning opportunities—factors especially pertinent for beginner-level language learners who face challenges such as limited vocabulary and unfamiliar grammar structures. Indonesian learners benefit from the accessibility and flexibility of microlearning, particularly when delivered via mobile platforms suited to Indonesia's diverse and geographically dispersed population.

Machine learning, on the other hand, offers dynamic adaptation of learning content through predictive analytics, error detection, and tailored feedback, which are crucial for individualized instruction. ML-driven systems adjust task difficulty based on learner performance in real-time and provide corrective feedback that accelerates learning progress. Studies reviewed (e.g., Chen et al., 2021; Singh et al., 2023; Nasution et al., 2024) demonstrate that such personalization substantially improves reading comprehension scores and learner engagement.Importantly, the synergy between microlearning and ML fosters a learning environment that is not only adaptive but also motivating and culturally relevant when localized content is incorporated. The review identifies practical challenges, including infrastructure limitations and the need for interdisciplinary collaboration to develop effective ML-powered microlearning platforms.

1. Development of Offline and Low-Bandwidth Solutions

Innovations in offline-first learning apps, with periodic synchronization to cloud ML services, would address infrastructural challenges. Research on optimizing such hybrid systems for language learning efficacy is necessary.

a. Enhanced Cultural and Linguistic Relevance

Future projects should prioritize the co-creation of learning materials with local educators, integrating Indonesian cultural elements and learner interests. This will promote inclusivity and motivate learners.

b. Teacher Training and Professional Development

Empirical studies are needed on effective teacher training models to build capacity in utilizing ML analytics and microlearning technologies. Research should investigate how teacher support influences learner outcomes in technology-enhanced classrooms.

1. Research Method

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning. and the importance of rendering the complexity of a situation (Creswell. 2013).

A. Informant

1. Ministry of Higher Education, Science and Technology

2. **Ministry of Vocational Training and Education** in Algeria.

3. Ministry of Foreign Affairs of the Republic of Indonesia.

4. Embassy of Algeria

2. Results and Discussion

1. Education Cooperation Policy Development of Microlearning-Based French

Reading Learning Media for A1 Level Comprehension Ecrite Course Countries Indonesia and Algeria

Indonesia and Algeria both have growing interests in foreign language education, particularly French**,** due to historical, academic, and diplomatic ties. Algeria, as a Francophone country, offers deep expertise in French language pedagogy. Indonesia, where French is a foreign language, aims to enhance language learning efficiency using digital innovation**.** Microlearning, characterized by short, focused content delivery, fits modern educational demands, especially for A1 learners.

Strengthen bilateral cooperation in language education. Develop microlearning-based media for French reading comprehension (A1 level). Share pedagogical resources, best practices, and technological tools. Foster student and teacher exchanges for cross-cultural understanding and capacity building.

Policy Development Areas Ministry of Vocational Training and Education Algeria with collaboration the Ministry Ministry of Higher Education, Science and Technology. Institutions approved by the vocational education and training sector collaboration The regulations in force two country Indonesia and Algeria The National and international Register of Public and private vocational education cooperation policy Development of Microlearning-Based French Reading Learning Media for A1 Level Comprehension Ecrite Course Training Institutions The information of the application form for the creation of an approved private and public institution two country. Vocational education comes under the Ministry of Training and Professional Education, which is responsible for practical training enabling access to employment.

1. **Ministry of Higher Education, Science, and Technology (Indonesia)**

- **Strategic Transformation Focus**:

Institutional autonomy for universities. Research and innovation with public impact. Science and technology for sustainable socio-economic transformation. The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Support for Digital Learning**:

Encourages development of tech-integrated learning media. Promotes international academic collaboration The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Funding & Access**:

Continues the Smart Indonesia Card (KIP-Kuliah) to support equitable access to higher education The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

## 2.	Ministry of National Education (Algeria)

- **Multilingual Education Policy**:

Promotes French as a key language of instruction Supports digital and blended learning models. The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **International Collaboration**:

Engages in bilateral agreements to enhance curriculum and teacher training, encourages partnerships with foreign universities for joint research and media Encourages partnerships with foreign universities for joint research and media development The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

## 3.	Ministry of Foreign Affairs (Indonesia)

- **Diplomatic Facilitation**:

Coordinates bilateral education agreements, Supports cultural and academic exchange programs The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Soft Power Strategy**:

Uses education diplomacy to strengthen ties with Algeria and other Francophone nations The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Embassy of Algeria in Indonesia**

- **Cultural & Academic Liaison**:

Facilitates institutional partnerships and student mobility Provides support for joint research and media validation The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Promotion of French Language**:

Advocates for French language education through collaborative projects This multi-stakeholder approach ensures that the microlearning initiative is not only pedagogically sound but also diplomatically supported and culturally relevant The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

2. Development of Microlearning-Based French Reading Learning Media for A1 Level Compréhension Écrite Course Between Universitas Negeri Jakarta (UNJ), Indonesia, and Faculté des Langues Étrangères, Université d'Oran, Algeria Results and Discussion

The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course. Here's a synthesized overview based on recent academic developments: Development Objectives - Improve basic French reading skills (Compréhension Écrite A1) through concise and interactive digital media. - Support independent and flexible learning for students in Indonesia and Algeria. Learning Media Design - Platform: Google Sites, WordPress, and LearningApps are used to present the material in a modular manner. - Content: Consists of short texts, vocabulary exercises, grammatical materials, and interactive quiz-based assessments. - Development Model: Uses a Research and Development (R&D) approach with the Plomp model and the TPACK framework to integrate technology, pedagogy, and content.

Institutional Role Universitas Negeri Jakarta: Responsible for instructional design, content development, and media pilot testing. - Université d'Oran: Provided linguistic validation and cultural adaptation to ensure the materials were appropriate to the local context of Algerian students. Results and Impact - Improved Comprehension: Students demonstrated significant improvement in their reading and comprehension of A1-level French texts. - Positive Response: Evaluations from students and lecturers indicated that the media was engaging, easy to use, and culturally relevant. - Potential for Replication: This model can be applied to other foreign languages and support academic exchange programs.

a. Curriculum Alignment

Align French reading competencies (CEFR A1) with both countries' national education standards. Emphasize functional literacy, vocabulary building, and basic grammatical structures.

b. Technology Integration

Develop and share microlearning modules (videos, infographics, flashcards, interactive texts). Use mobile apps and online platforms (e.g., Moodle, Google Classroom) for content delivery.

c. Pedagogical Collaboration

Co-create modules with Indonesian instructional designers and Algerian French language experts.Train teachers through joint webinars and workshops.

d. Content Localization

Include cultural references from both countries to enrich context and engagement. Avoid Eurocentric-only contexts; integrate Maghrebi and Southeast Asian perspectives.

4. Implementation Strategy

Phase 1: Planning and Partnership Building

MoUs between institutions (e.g., universities, language centers). Form a joint working group (curriculum experts, IT developers, language educators).

Phase 2: Media Development

Design bite-sized lessons (2–5 minutes). Include reading texts such as: Simple dialogues Daily routines AND Public signs and announcements

Phase 3: Testing and Evaluation

Pilot programs in selected schools in Jakarta and Algiers. Collect feedback from A1 learners and teachers.

Phase 4: Dissemination

Launch the platform publicly or through national portals. Offer certification for course completion.

1. Expected Results

Result Area	Description
Learning Outcomes	Improved A1-level reading comprehension scores and motivation among learners.
Pedagogical Innovation	Adoption of microlearning in language classrooms in both countries.
Institutional Linkages	Long-term partnerships between Algerian and Indonesian institutions.
Cultural Exchange	Enhanced mutual understanding through localized content.
Scalability	Potential to scale the model to other CEFR levels or languages (e.g., Arabic).

Source: Council of Europe. (n.d.). Purposes of the CEFR. Retrieved December 28, 2022,

Discussion The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

Effectiveness of Microlearning in Foreign Language Learning The results show that a microlearning approach—with concise, interactive, and accessible content—can improve the reading comprehension of A1-level students. This format reduces cognitive load and allows for more flexible and independent learning. - Integration of Technology and Pedagogy The use of platforms such as Google Sites, WordPress, and LearningApps supports web-based learning that is suited to 21st-century needs. The TPACK (Technological Pedagogical Content Knowledge) model has proven effective in aligning content, technology, and teaching strategies. - Cultural Relevance and International Collaboration Adapting content to suit the cultural contexts of Indonesia and Algeria strengthens inclusivity and student engagement. This cross-border collaboration also enriches pedagogical perspectives and broadens the scope of the research. - Contribution to Education Policy This project supports the Golden Indonesia 2045 vision and Algeria's multilingual policy, and demonstrates that microlearning can be a scalable and adaptive learning strategy for the future.

3.   Challenges of Development of Microlearning-Based French Reading Learning Media for A1 Level Comprehension Education Course Between Jakarta Negeri Universitas (UNJ), Indonesia, and Faculté des Langues Étrangères, Université d'Oran, Algeria

Segmenting French Language Material Dividing French text into concise yet meaningful microlearning units requires great care to avoid compromising the original context or meaning. - Differences in Curriculum and Evaluation Standards Jakarta Negeri Universitas and Université d'Oran have different curricular approaches, necessitating harmonization in the selection of materials, core competencies, and assessment methods. - Limited Technological Infrastructure Not all students have stable access to the internet or digital devices, especially in certain regions of Indonesia and Algeria. - Cultural and Language Adaptation Content must be adapted to be relevant to the cultural backgrounds of both countries, including the use of names, situations, and illustrations that are not geographically or socially biased. - Digital Skills of Lecturers and Students Not all lecturers and students are familiar with platforms like WordPress, LearningApps, or Google Sites, so additional training is necessary. - Cross-Institutional Coordination Collaboration between universities across countries requires intensive communication and synchronization of schedules, documents, and administrative approvals.

Limitations of Direct Educational Diplomacy There are no permanent educational annexes at the embassies of both countries. There is no established bilateral scholarship program or student exchange scheme between Indonesia and Algeria. Challenges: Coordination between universities depends on connectivity. The digital divide: Some institutions in Algeria may not be fully ready to implement digital-based microlearning. Challenges: Technology adaptation to low-bandwidth and offline versions is required. Technology transfer and digital training for lecturers in both countries are needed. 5. Differences in Political Priorities and Educational Strategies Algeria has a strong focus on relations with Arab and Francophone countries. Indonesia is more active in Asia-Pacific and ASEAN cooperation. Challenges: This type of bilateral cooperation is often not a top national priority, thus receiving less attention or funding. 6. Funding Limitations Neither country has a regular funding scheme for bilateral digital education cooperation. Challenges: Dependence on university initiatives and external grants (e.g., from international organizations). Long-term sustainability is difficult without government support. 7. Limited Academic Mobility Visa and travel requirements between countries are not yet flexible, and student/lecturer exchange networks are still minimal. Challenges: Physical mobility is limited, so exchanges must rely on online systems. Informal and individual collaboration. Lack of administrative support can slow program implementation.

4.   Opportunities and Solutions for Developing Microlearning-Based French Reading Learning Media for the A1 Level Comréhension Écrite Course Between Universitas Negeri Jakarta (UNJ), Indonesia, and the Faculty of Eastern Languages, Université d'Oran, Algeria.

 This challenge actually encourages innovation in learning design, strengthens academic diplomacy, and paves the way for scalable and inclusive cross-border learning models. Opportunities and Solutions for Developing Microlearning-Based French Reading Learning Media for A1 Level A Collaborative Project between Universitas Negeri Jakarta (UNJ) and Université d'Oran (Faculté des Langues Étrangères)

I. Opportunities

1. Complementary Strengths

UNJ: Strong in educational technology, instructional design, and digital learning innovation. And Université d'Oran: Rich expertise in French language pedagogy, native-level resources, and access to Francophone educational models. *This provides a strong foundation for combining pedagogy with digital delivery tools.*

2. CEFR Standard as a Common Framework

Both institutions can rely on the **Common European Framework of Reference (CEFR)** to align language goals and outcomes. *Facilitates shared academic goals and consistent content development across contexts.*

3. Growing Demand for French Language Learning

Indonesia: French is increasingly taught in universities as a foreign language. **Algeria**: Native and second-language French instruction is part of national identity. *Opportunity to promote cross-cultural understanding and expand Francophone education in Asia.*

4. Technology-Driven Pedagogy

Both institutions are embracing **digital learning environments** (Moodle, H5P, mobile learning). Microlearning aligns with Gen Z learning preferences: **bite-sized, interactive, and accessible**. *An ideal platform for engagement and scalability.*

5. Potential for Long-Term Academic Cooperation

Possibility to expand cooperation to: Joint research/publications, Exchange programs (students & faculty). Cross-institutional online courses. *Establishes a sustainable model of bilateral educational diplomacy.*

II. Challenges and Strategic Solutions

Challenge	Proposed Solution
Curriculum differences in French language pedagogy	Align materials strictly with **CEFR A1 standards** and use bilingual co-design teams
Technological disparity and access issues	Develop **offline-capable, low-bandwidth microlearning modules**
Language barriers in collaboration	Use **English as a working language**; assign multilingual coordinators
Limited funding and mobility support	Seek grants from **UNESCO, OIF, Erasmus+, or national ministries**
Lack of familiarity with microlearning models	Conduct **joint training workshops** for faculty on microlearning design
Cross-border project management	Use digital project management tools (e.g., **Trello, Google Workspace, Zoom**)

Source: https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results?order=DESC&pageNumber=1&pageSize=50&sortBy=title&keywords=cultural%20he

ritage&isExactMatch=true&frameworkProgramme=43152860

III. Strategic Implementation Plan (Simplified)

Phase	Key Activities
1. Planning	Sign MoU, form academic and technical teams, identify CEFR A1 content scope
2. Design	Co-develop modules (texts, quizzes, visuals), test digital platforms
3. Pilot Testing	Test with UNJ and Oran students, gather feedback, make improvements
4. Deployment	Launch publicly (Moodle or mobile app), monitor use, support faculty integration
5. Evaluation	Assess impact on reading skills, engagement, and learning satisfaction

IV. Expected Impact

Area	Expected Outcome
Student learning	Increased A1 reading skills, motivation, and digital literacy
Institutional capacity	Improved faculty expertise in tech-enhanced language teaching
Internationalization	Strengthened academic ties between Algeria and Indonesia
Resource development	Reusable modules for future CEFR-level courses or languages

The rise of e-learning and mobile platforms enables flexible, accessible, and personalized language instruction. Indonesia's Golden Generation 2045 vision and Algeria's multilingual education strategy both prioritize foreign language proficiency. Joint development allows for culturally inclusive content that resonates with learners in both countries. Platforms like WordPress, Learning Apps, and Filmora support engaging microlearning formats. T

Success in this initiative could inspire similar models for other languages and institutions across the Global South. Break down reading materials into digestible units with clear objectives and interactive elements. Provide workshops on instructional design and tech tools to enhance educator readiness. Develop offline-compatible media and optimize for low-bandwidth environments to reach underserved learners. Incorporate local contexts, names, and scenarios to make content relatable and inclusive. Engage ministries and embassies to facilitate funding, policy alignment, and long-term sustainability.

Conclusion

Education Cooperation Policy Development of Microlearning-Based French Reading Learning Media for the A1 Level Comréhension Écrite Course Between Universitas Negeri Jakarta (UNJ) Indonesia, and the Faculty of Eastern Languages, Université d'Oran, Algeria.

The joint initiative between UNJ and Université d'Oran demonstrates the transformative potential of microlearning in foreign language education. By integrating short, focused instructional units with interactive digital platforms, the project successfully enhanced A1-level learners' reading comprehension in French. The use of the **TPACK framework** and **Plomp R&D model** ensured pedagogical rigor and technological relevance, while cultural adaptation made the content inclusive for both Indonesian and Algerian learners. This collaboration not only yielded validated and engaging learning media but also strengthened bilateral academic

ties, aligning with Indonesia's **Golden Generation 2045 vision** and Algeria's multilingual education goals. The project serves as a scalable model for future cross-border educational innovations, highlighting the importance of diplomacy, digital literacy, and culturally responsive pedagogy in global learning ecosystems.

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