Universitas Muhammadiyah Sidenreng Rappang

SDG | Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Our Contribution to the 17 Sustainable Development Goals (SDGs)





Reporting period
1 January – 31 December 2025

Prepared
29 October 2026

APPROVAL PAGE

SDG PROGRESS REPORT 2025

MUHAMMAD IYAH UNIVERSITY OF SIDENRENG RAPPANG

The SDG Progress Report 2025 of Muhammadiyah University of Sidenreng Rappang is an institutional reporting document that outlines the university's various contributions, programs, activities, and initiatives in support of achieving the Sustainable Development Goals (SDGs).

This report covers the reporting period from January 1 to December 31, 2025, and is prepared as a form of documentation, evaluation, and accountability for the implementation of various activities relevant to the 17 SDGs.

After undergoing a process of examination and review, this document is approved as the institutional report of Muhammadiyah University of Sidenreng Rappang for use as intended.

Ditetapkan di: Sidenreng Rappang
Tanggal: 28 February 2026
Rector
Universitas Muhammadiyah Sidenreng Rappang



Prof. Dr. H. Jamaluddin Ahmad, S.Sos., M.Si.
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FOREWORD

Praise be to Allah Subhanahu Wa Ta'ala for His abundant grace and blessings, enabling the compilation of the 2025 SDG Progress Report of Muhammadiyah Sidenreng Rappang University as a manifestation of the institution's commitment to supporting the sustainable development agenda (Sustainable Development Goals/SDGs).

Sustainable development is a global agenda that requires the involvement of all elements of society, including universities. In this regard, Muhammadiyah Sidenreng Rappang University has a strategic responsibility to contribute through the implementation of the Tri Dharma of Higher Education, strengthening institutional governance, developing innovation, and collaborating with various stakeholders.

As part of this commitment, this report presents documentation of Muhammadiyah Sidenreng Rappang University's contribution to the 17 sustainable development goals through 2025. The various programs and activities documented reflect the university's involvement in supporting poverty alleviation, improving food security, healthcare, quality education, gender equality, environmental protection, economic growth, institutional strengthening, and partnership development.

This report aims not only to document the university's various activities but also to serve as a tool for reflection and evaluation of the institution's contribution to sustainable development. Each piece of information is presented with attention to the availability of evidence and documentary sources, so that reported achievements can be distinguished from aspects that still require strengthening, particularly in impact measurement, program sustainability, and improving the quality of institutional data.

We recognize that achieving the sustainable development goals is not the sole responsibility of one institution. It requires synergy, consistency, and collaboration between universities, the government, the business world, the community, and other development partners. Therefore, we express our appreciation and gratitude to all leaders, faculties, study programs, institutions, work units, lecturers, educational staff, students, and partners who have participated in various initiatives supporting the SDGs agenda.

Finally, we hope that all efforts made will be part of a shared endeavor to realize inclusive, equitable, and sustainable development.

Peace be upon you, Warahmatullahi Wabarakatuh

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Sidenreng Rappang, 15 January 2026
Rector
Universitas Muhammadiyah Sidenreng Rappang



Prof. Dr. H. Jamaluddin Ahmad, S.Sos., M.Si.
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SDG 1 No Poverty

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented contributions to SDG 1 in 2025 include support for access to higher education, village enterprise capacity, household business skills and research on social protection. The evidence reviewed records scholarship support, student welfare services, community training and scholarly publications. These provide routes for addressing financial and livelihood barriers, with different levels of evidence for delivery and longer-term results.

Area	Evidence covered
Educational access	Media-reported KIP Kuliah cohort and published student welfare services
Village livelihoods	BUMDes management support in Lise
Small business capacity	Halal education, culinary skills and digital marketing
Research and learning	PKH implementation and BUMDes governance publications

Main finding

The available evidence establishes provision, participation and knowledge outputs. It does not establish a measured reduction in household poverty, an annual audited scholarship total or a verified increase in beneficiary income. This report explains the university's role, the evidence boundary and the records needed to assess results for each activity.

Purpose and reporting status

This expanded English report supports institutional review and public SDG reporting. It includes five source photographs, three cropped research titles and clickable source links. Reporting year, activity date and publication date remain distinct. Preparation in 2026 does not establish public publication in 2025; approval and release should retain their actual dates.

Scope and evidence method

This report reviews publicly accessible university news, an external scholarship account and university-affiliated research. Coverage comprises nine evidence areas and is selective rather than a complete inventory of anti-poverty activity. Sources were reviewed on 29 October 2026. Programme records are needed to verify eligibility, financial disbursement, attendance and results.

Annual reporting boundaries

The scholarship handover account crosses December 2024 and January 2025. Its cohort figure is not treated as a count of newly awarded 2025 scholarships. Two PRAJA studies are 2025 publications; their fieldwork is not automatically assigned to that year. The PKH paper includes an interview dated July 2024.

A Ciro Ciroe service article published in 2026 explicitly dates its activity to 24 November 2025. It is included as retrospective documentation of a 2025 activity, while its publication remains a 2026 output. A separate 2026 internal tuition-assistance announcement is excluded from 2025 delivery claims.

Relationship to SDG 1

The UN goal addresses poverty in its different dimensions, social protection, access to services and economic resources, and resilience. The principal links here concern education access and social protection under targets 1.3 and 1.4, with livelihood capacity relevant to the broader direction of 1.2. These are thematic interpretations, not measurements of UN poverty indicators. [13]

Evidence type	Interpretation
Financial support account	Reported support; annual reach needs a deduplicated register
Training or advisory activity	Knowledge provision; income effects require follow-up
Published research	Scholarly output; policy adoption needs a separate record
Poverty reduction	Requires an explicit definition, baseline, follow-up and defensible attribution

Financial support for access to higher education

KIP Kuliah | Report 30 January 2025 | Handover includes 3 January 2025

Pelopornews reports that 321 UMS Rappang students received KIP Kuliah. The account describes an initial bank-account-book handover at the graduation on 24 December 2024 and a further handover by the Rector on 3 January 2025, witnessed by recipients' parents. A student describes assistance with tuition and academic needs. [1]

Contribution and recorded scale

The evidence documents financial support connected with educational access. Its relevance to SDG 1 is the reduction of financial barriers to study, alongside SDG 4. A recipient's account is useful context, but it does not establish a university-wide impact on retention or household income.

Measure	Evidence position
Reported cohort	321 students in the media account
Activity crossing years	24 December 2024 and 3 January 2025 handovers
Annual unique recipients	Not verified for calendar year 2025
Support value	Not established by the cited account
Poverty or retention outcome	No measured baseline and follow-up

Assessment and verification

Retain award decisions, scheme and cohort identifiers, actual disbursement dates and appropriately protected recipient records. To calculate a supported-student percentage, use a matched recipient numerator and student denominator for the same period. Separate continuing awards from new awards, and distinguish promised assistance from funds received.

No accessible activity photograph was available for this account. The report links the original source instead. Scholarship receipt is not treated as evidence that a household moved above a poverty threshold, and the figure 321 is not added to unrelated training-participant totals.

Student welfare services and continuity of study

Agrotechnology programme | Published 29 August 2025

The Agrotechnology student-services page identifies KIP Kuliah, ADik Difabel and Lazismu scholarship support, together with academic and non-academic guidance and counselling. The account describes assistance with study planning, personal difficulties and learning motivation. [2]

Contribution and scope

The service description provides institutional evidence of a support route through which students may address financial and study-related barriers. Its SDG 1 relevance is access to education and support for students facing vulnerability, alongside the equity directions of SDGs 4 and 10. It is programme-level evidence and should not be extrapolated into a quantified university-wide service result.

Service component	What is established
Scholarship schemes	Three named support schemes on the programme page
Guidance and counselling	Published description of academic and personal support

Service component	What is established
Annual recipient total	Not stated
Value of assistance	Not stated
Continuity of study	No supported-student retention comparison provided

Assessment and follow up

A stronger institutional account would connect the published service description to approved procedures, information given to students, referral routes and actual assistance records. Recipient counts should distinguish the schemes and prevent duplicate counting. Guidance records should retain confidentiality and use aggregated reporting.

Monitoring can examine applications, awards, disbursements, unresolved financial barriers and continuation of study. Where a retention comparison is used, explain the cohorts and relevant differences rather than attribute all change to financial support. These are recommendations for verification and future assessment, not measurements claimed for 2025.

Building village enterprise capacity in Lise

KKN cohort 7 | Activity 20 July 2025 | News 23 July 2025

UMS Rappang KKN students supported BUMDes managers in Lise, Panca Lautang, through management training, local value-chain identification, adaptive strategy development and village asset mapping. The session took place at DesCafe and involved village officials, residents and students from other institutions. Muhammad Abduh Husain is identified as village coordinator and Muhammad Yasmin as field supervisor. [3]



Figure 1. Photograph accompanying the university account of BUMDes capacity building in Lise. Source [3].

Contribution and documented output

The activity provides knowledge and consultation for village economic organisation. Its connection to SDG 1 is through local livelihood capacity and access to economic opportunities,

alongside SDG 8. The account does not establish the poverty status of participants or completed changes in the enterprise's performance.

Assessment and follow up

Retain the agenda, attendance, asset map, management material and any agreed business actions. Future evaluation could track whether managers adopted specific recommendations and whether a documented service or enterprise became operational. Jobs, sales, costs, net earnings and distributions to the village should remain separate measures.

A stronger poverty assessment would identify how benefits reached vulnerable households, rather than use BUMDes revenue as a substitute for household welfare. No job-creation total, income increase or decline in poverty is inferred from the training record.

Specialist business education in Lalebata

UMS Rappang Halal Center contribution to Unhas KKN | Activity 2 August 2025

An Unhas KKN session at SDN 7 Rappang in Lalebata invited Syahrir L., head of LP3H Halal Center UMS Rappang, as its principal speaker. The activity explained halal certification processes and local product innovation, including salted eggs. The university's 5 August account describes attendance by dozens of small business participants and an offer of further certification assistance. [4]



Figure 2. Photograph accompanying the university report on the Lalebata business education session. Source [4].

University role and contribution

UMS Rappang supplied specialist knowledge through its Halal Center representative; the event was organised by Unhas KKN. The contribution relates to livelihood skills and access to business information under the broad direction of targets 1.2 and 1.4. No business participant is classified here as poor solely because they operate a small enterprise.

Evidence needed to assess results

The documented output is education and an offer of follow-up. It is not evidence of completed certification, new market contracts or higher sales. Retain the invitation, speaker material, attendance and assistance requests. Subsequent applications, approvals and operational changes should have their own dates and records.

To assess livelihood relevance, identify what assistance was used, which barriers were resolved and whether business costs or net income changed. Do not convert the phrase “dozens” into an exact participant total or combine it with counts from another village.

Household enterprise skills in Polewali

Culinary Vocational Education KKN | University report 28 July 2025

Culinary Vocational Education students delivered a traditional-cake innovation session in Dusun I, Polewali. The university reports 30 women participants. Marsyanda led cooking demonstrations, while the session also introduced social-media marketing for household enterprise. Hasanuddin served as field supervisor and Muh Agung as village coordinator. [5]



Figure 3. Photograph accompanying the Polewali culinary and household enterprise training account. Source [5].

Contribution and documented output

The activity combines product preparation and introductory marketing skills. Its relevance to SDG 1 concerns livelihood capability, alongside women’s economic participation under SDG 5 and enterprise development under SDG 8. Thirty is the reported participant count, not a count of new businesses or people lifted out of poverty.

Assessment and follow up

The account establishes training delivery but provides no participant poverty assessment, scored learning results, subsequent business formation or net-income change. The separate implementation date should be confirmed from the activity record; the publication date is used as a reference.

Retain attendance, teaching materials, recipes and supervised practice records. Follow-up could identify which participants used the skills, their actual production costs, sales and net earnings. Household business activity should not be assumed to improve welfare without considering time, input costs and business continuity. These are proposed evaluation questions rather than reported findings

Digital marketing access for producer groups in Kulo

Digital Business KKN PMM | Activity 11 August 2025 | News 16 August 2025

Digital Business student Dita Maulyda introduced a marketing website to Pokdakan Anugrah Kulo, farmer groups and agricultural and fisheries business actors at the Kulo subdistrict hall. The platform presented maggot-derived products, cultivation information, contact routes, pricing and marketplace purchase links. The account identifies Muhammad Bibin as field supervisor. [6]



Figure 4. Photograph accompanying the Kulo website and digital marketing presentation account. Source [6].

Contribution and documented output

The activity provides a digital resource and introductory guidance for producer groups. Its relevance to SDG 1 is access to information and technology that may support livelihoods, associated with target 1.4. Market access is a possible pathway, not an income outcome established by the website's existence.

Assessment and follow up

The public account does not give verified website users, transactions, conversion rates, additional sales or net profit. Retain the platform handover, ownership and maintenance arrangements, participant record and training materials. Review whether the intended users can access and update the content independently.

If economic results are later reported, distinguish website visits, enquiries, orders, paid sales and net earnings. Establish the measurement period and avoid counting the same Kulo participants again across related feed-training reports. No poverty-reduction effect is inferred from platform launch or demonstration.

Retrospective evidence of business assistance in Ciro Ciroe

Activity 24 November 2025 | Article published in July 2026

An ABDISAINS article by Fenny Hasanuddin and Yenni Anggrainingsi, both affiliated with UMS Rappang, dates a Ciro Ciroe activity to 24 November 2025. It reports 30 participants drawn from small businesses, local crafts and village government. Delivery combined education, discussion and assistance with documents for halal certification. [9, 10]

Empowerment Strategies for MSMEs through Halal Certification in Ciro Ciroe Village

Strategi Pemberdayaan UMKM melalui Sertifikasi Halal di Desa Ciro Ciroe

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DOI : https://doi.org/ 10.55678/jas.v2i2.2743

Figure 5. Cropped title and author affiliations from the original article, page 92. Source [10].



Figure 6. Training photograph reproduced from Figure 1 of the published article, page 97. Source [10].

Research on social protection implementation in Kulo

Sahida and colleagues in PRAJA | Published 27 March 2025

Sahida, Muhammad Nur and Erfina analyse implementation of Program Keluarga Harapan in Kulo. The qualitative study uses interviews, observation and documents with six informants, including programme stakeholders and beneficiary households. The PDF identifies all three authors with UMS Rappang and includes an interview dated 22 July 2024. [7, 11]

IPMLEMENTASI PROGRAM KELUARGA HARAPAN DI DESA KULO KECAMATAN KULO KABUPATEN SIDENRENG RAPPANG

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Figure 7. Cropped research title and university author affiliation from the original PDF, page 90. Source [11].

Research contribution

The study identifies issues concerning beneficiary understanding, disbursement delays and targeting, alongside the role of government agencies and programme facilitators. It contributes local evidence relevant to social protection under target 1.3. It is a 2025 scholarly output using earlier evidence; it is not proof that the university administered PKH benefits or implemented the government programme.

Interpretation and use

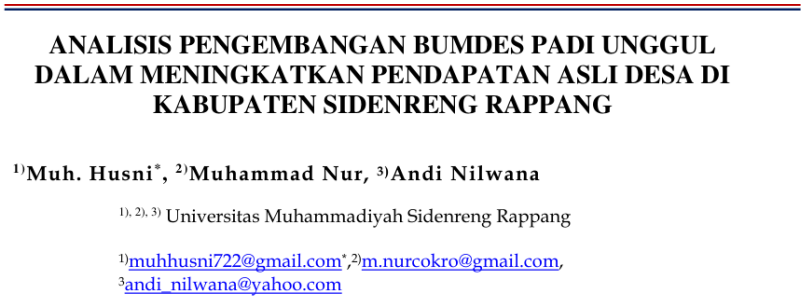
Qualitative findings can inform questions about service delivery and coordination. They do not establish a population poverty effect or a causal estimate of the programme's benefits. Six is the informant count, not total village beneficiaries. The article's account of access to education and health is retained as a qualitative finding rather than a measured annual change.

Institutional follow-up should document whether findings were shared with relevant stakeholders and whether recommendations were adopted. A dissemination meeting, policy response or service modification needs its own record. No adoption is assumed from publication alone.

Research on village enterprise development in Aka Akae

Husni and colleagues in PRAJA | Published 27 March 2025

Muh. Husni, Muhammad Nur and Andi Nilwana examine BUMDes Padi Unggul in Aka-Akae. The qualitative case study uses interviews, observation and documentation with 14 purposively selected informants. The PDF identifies the authors with UMS Rappang. The analysis considers institutional support, capital provision and constraints on enterprise development. [8, 12]



ANALISIS PENGEMBANGAN BUMDES PADI UNGGUL DALAM MENINGKATKAN PENDAPATAN ASLI DESA DI KABUPATEN SIDENRENG RAPPANG

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Figure 8. Cropped research title and university author affiliation from the original PDF, page 104. Source [12].

Contribution and findings

The paper identifies limited participation in BUMDes products, difficulty diversifying, weak business partnerships and marketing constraints. Its recommendations emphasise managerial capacity, marketing and participation. These findings contribute knowledge relevant to livelihood development and the broader poverty-reduction direction of SDG 1, while also relating to SDGs 8 and 16.

Evidence limits and follow up

The publication is a documented 2025 output; the fieldwork period should be verified before treating it as 2025 primary data collection. Village own-source revenue, enterprise earnings and household poverty are different outcomes. The study is not evidence that recommendations were implemented or that household income improved.

Retain the final publication, confirmed research dates and any dissemination record. If recommendations informed a later programme, link the decision and subsequent implementation evidence. The Lise training and the Aka-Akae study concern different villages and are not presented as one evaluated intervention. Fourteen is a research informant count rather than a programme-reach total.

Assessment of progress against SDG 1

The selected evidence shows financial access support, community learning and research that can inform livelihood and social-protection work. The clearest direct support route is the scholarship evidence. Enterprise education offers a potential livelihood pathway, but participant income and vulnerability require separate assessment.

SDG direction	Evidence covered	Supported conclusion
1.2 Poverty in its dimensions	Village enterprise and household business learning	Relevant livelihood capacity; no measured poverty-rate change
1.3 Social protection	Financial support and PKH research	Reported student support and a research output; no population coverage estimate
1.4 Services and economic resources	Education access and producer information	Documented support routes and technology learning
1.5 Resilience	No targeted shock-resilience outcome in the selected sources	No disaster-loss or vulnerability-reduction claim
1.a and 1.b Resources and policies	Partner-supported activities and research	No audited anti-poverty budget or verified policy adoption total

Counts and attribution

The reported scholarship cohort, training participants and research informants have different meanings. They are not combined into one number reached. Participation in a small-business activity does not establish that a participant was poor. Scholarship assistance does not by itself establish that a recipient household exited poverty.

Coverage gaps

The selected sources do not establish a deduplicated annual financial-assistance register, the proportion of low-income students supported, completion rates by economic background, total poverty-focused expenditure or measured household welfare changes. Missing values are not assigned zero. A consistent 2024 and 2025 series is unavailable for calculating year-on-year improvement.

Monitoring and improvement priorities

The following measures are proposed for institutional consideration. They are not approved commitments or achieved 2025 results. Choose definitions, periods and records that match the university's actual role in each programme.

Area	Proposed measure	Supporting record
Student assistance	Unique eligible recipients, amount and disbursement timing	Awards, finance records and matched student register
Continuity of study	Continuation and completion by relevant background	Protected student records and clear cohort definitions
Business learning	Attendance, demonstrated skills and later use	Training records, assessment and follow-up
Certification assistance	Applications, submissions and approvals separately	Case-tracking register and certification decisions
Village enterprise	Adopted actions, operations and net earnings	BUMDes records validated by partners
Poverty relevance	Eligibility, barriers addressed and welfare change where measured	Defined assessment and consent-based follow-up

Recommended sequence

First, validate dates, delivery and university roles with the responsible units and partners. Second, consolidate distinct programmes using consistent identifiers. Third, attach eligibility, financial and implementation records. Fourth, select a limited set of meaningful follow-up measures. Assess household poverty only with a stated definition, appropriate data and a defensible evaluation design.

Publication and accountability

Complete factual review before approval and public release. Confirm attribution and permission requirements for reproduced images, and keep personal financial information confidential. Publish aggregated findings with stable evidence links and actual release dates. Corrections should preserve a clear version history and distinguish changes in evidence from changes in programme performance.

Evidence register for access and community programmes

Sources reviewed on 29 October 2026. English narrative summarises the Indonesian evidence. Source dates are retained separately from activity dates. Photographs illustrate the cited source context and do not independently verify economic outcomes.

Source 1 Pelopornews

321 Mahasiswa UMS Rappang Dapat Beasiswa KIP Kuliah. 30 January 2025. Describes December 2024 and January 2025 handovers. Open original evidence

Source 2 UMS Rappang

Program Layanan Kemahasiswaan Agroteknologi. 29 August 2025. Programme-level welfare and scholarship description. Open original evidence

Source 3 UMS Rappang

Penguatan Kapasitas dan Optimalisasi BUMDes Lise. 23 July 2025; activity 20 July 2025. Open original evidence

Source 4 UMS Rappang

KKN Unhas Gaet Halal Center UMS Rappang Sosialisasikan Pentingnya Produk Halal. 5 August 2025; activity 2 August 2025. Open original evidence

Source 5 UMS Rappang

Pemberdayaan Lewat Rasa Mahasiswa Seni Kuliner Buat Inovasi Kue Tradisional Bernilai Jual. 28 July 2025. Reported 30 women participants. Open original evidence

Source 6 UMS Rappang

Mahasiswa KKN Mensosialisasi Website Digital Marketing Pokdakan dan Poktan di Aula Kecamatan Kulo. 16 August 2025; activity 11 August 2025. Open original evidence

Research sources and image provenance

Source 7 Sahida Nur and Erfina

Ipmlementasi Program Keluarga Harapan di Desa Kulo. PRAJA 13 number 1, pages 90–103. Published 27 March 2025. DOI 10.55678/prj.v13i1.1734. The source title contains a spelling error. Open article record

Source 8 Husni Nur and Nilwana

Analisis Pengembangan BUMDes Padi Unggul. PRAJA 13 number 1, pages 104–114. Published 27 March 2025. DOI 10.55678/prj.v13i1.1748. Open article record

Source 9 Hasanuddin and Anggrainingsi

Empowerment Strategies for MSMEs through Halal Certification in Ciro Ciroe Village. ABDISAINS 2 number 2, 2026. Activity 24 November 2025. DOI 10.55678/jas.v2i2.2743. Landing-page and PDF July publication dates differ.

Open article record

Original full texts

Source 10 Ciro Ciroe activity article and photograph
Source 11 Kulo social-protection research
Source 12 Aka-Akae BUMDes research
Source 13 United Nations Goal 1 targets and indicators

Image provenance and verification

Figures 1–4 reproduce photographs accompanying university news. Figure 6 reproduces the Ciro Ciroe article's Figure 1 on page 97. Figures 5, 7 and 8 are cropped titles and author affiliations from the original PDFs. No generated photographs are used. The 2026 Ciro Ciroe article is retrospective evidence for an explicitly dated 2025 activity, while the two PRAJA papers are 2025 publications.

SDG 2 Zero Hunger

Progress Report 2025

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 15 January 2026

Executive overview

UMS Rappang's documented work in 2025 connects community nutrition, access to affordable food and practical skills for agricultural production. Public records describe nutrition education in Sipodeceng and Sereang, a supplementary feeding initiative, student support for a low-price food market, feed-making demonstrations and agricultural learning on campus and with external partners. The strongest evidence concerns reported delivery, demonstrations and supervised learning.

Area	Evidence covered
Food access	Student support for a BSIP low-price food market
Community nutrition	Local-food education, cooking demonstration and supplementary feeding
Producer skills	Fish-feed and maggot-meal demonstrations and rice-planting technology exchange
Agricultural learning	Campus demonstration garden, sweet-potato cultivation and village-based practice

Main finding

These activities establish contributions to food-system learning and community engagement. The available records do not establish a university-wide reduction in hunger, measured stunting reduction or an attributable rise in producer income. The report explains each activity's evidence, thematic contribution and measurement needs.

Purpose and reporting status

This expanded report supports institutional review and public SDG reporting. It includes original source photographs and clickable evidence links. The reporting year identifies the activities covered; preparation in 2026 does not establish publication in 2025. Institutional approval and publication dates should reflect the actual review and release process.

Scope and evidence approach

This is a selective review of university news, a village-government account and contemporary external reporting. It covers nine evidence areas supported by eleven activity sources. Sources were reviewed on 29 October 2026. It is not a complete audit of university food provision, student food insecurity, agricultural research or community nutrition services.

Reporting boundaries

Activity dates and news dates are recorded separately. A publication date is used only as a reference where the implementation date is absent. Programme intentions, participant impressions and forecasts are distinguished from completed outputs and measured outcomes. Missing figures are left unreported rather than estimated from photographs.

Related Kulo feed demonstrations are treated as linked components with possible overlap in participants. The October and November agricultural accounts are discussed together as learning evidence without assuming that they concern the same plot or the same students. A 2026 community garden publication identified during screening is excluded from 2025 activity claims.

Relationship to SDG 2

The thematic assessment follows the UN goal on hunger, food security, nutrition and sustainable agriculture. Food access relates to target 2.1, nutrition education to 2.2, producer knowledge to 2.3 and sustainable production skills to 2.4. Agricultural learning and extension also relate to the capacity direction of 2.a. These links are interpretations of activity purpose, not measurements of UN national indicators. [12]

Evidence level	Use in this report
Reported activity	Establishes the described intervention or learning opportunity
Demonstration output	Retains the original scale and unit, such as a two-kilogram batch
Scheduled programme	Does not establish delivery on every scheduled date
Outcome claim	Requires an appropriate baseline, follow-up and clear denominator

Supporting access to affordable food

Agrotechnology students and BSIP Aneka Tanaman Umbi | News 22 March 2025

UMS Rappang reports that Agrotechnology interns supported an Operasi Pasar Pangan Murah organised by BSIP Aneka Tanaman Umbi. Their tasks included supply planning, stock management, distribution and interaction with buyers. Rice, eggs, cooking oil and flour were offered at prices described as lower than ordinary market prices. [1]



Figure 1. Photograph accompanying the university account of the low-price food market. Source [1].

Contribution to SDG 2

The activity provides a direct connection to food access under target 2.1 and practical learning about food distribution. The university role is student participation in a partner-led market. It is not evidence that UMS Rappang operated a permanent food bank or provided all commodities and subsidies.

Documented output and limits

The source establishes reported participation and the types of food offered. It does not state transaction totals, quantities distributed, household eligibility or the amount saved by buyers. Lower prices at one event do not establish reduced annual household food insecurity or stabilised regional food prices.

Recommended verification

Retain the partner's event record, actual delivery date, student assignment and stock reconciliation. An evaluation could compare item prices with a dated reference market, record kilograms or units sold and distinguish unique households from transactions. Any household food-access assessment should use an agreed method and protect identifying information. These are proposed measures, not reported 2025 results.

Family nutrition education using local food

Sipodeceng village hall | Village account published 28 August 2025

The Sipodeceng village government describes a UMS Rappang KKN activity on balanced nutrition and cooking with local ingredients. Nurafifah from Health Administration chaired the activity. Ika Aprilyanti R., S.Gz, provided nutrition education, and Andika from Culinary Vocational Education led a Cah Kangkung Blondo demonstration. Residents joined cooking, questions and discussion, and shared the prepared dish. [9]

Contribution and documented output

The activity connects family nutrition information with a practical cooking example. Its thematic relevance is nutrition awareness under target 2.2. The account supports educational delivery and participation in the demonstration. Sharing prepared food within a session is distinct from an ongoing food-assistance service.

Field	Position in the public record
Publication date	28 August 2025
Implementation date	Not separately stated
Location	Sipodeceng village hall
Participant count	Not stated
Measured nutrition outcome	Not established

Assessment and follow up

Retain the programme agenda, attendance, teaching materials and recipe. Assessment should distinguish understanding of balanced meals, confidence in preparation, later household practice and nutritional status. A single recipe does not establish a complete daily diet or treatment of undernutrition. Claims about affordability need ingredient quantities and local prices; claims about dietary change require follow-up.

The retrieved article does not provide an accessible activity photograph suitable for reproduction. Its partner-side account remains linked as evidence. Future reporting can add an institutionally verified photograph with the activity date and source recorded, rather than using an unrelated image.

Supplementary feeding in Sipodeceng

PBL II Posko 3 | Report 29 June 2025 | Scheduled 25 June to 3 July 2025

A Pelopornews account describes the “1 Hari 1 Telur” supplementary feeding programme in Bonginge and Dea hamlets, Sipodeceng. Seven children under five were identified as intended recipients. The described daily offering included an egg, vegetables and fruit. Students worked with caregivers, while the account links the initiative to improving child nutrition. [11]

Delivery status and interpretation

Measure	Reported position
Intended recipients	Seven children under five
Scheduled period	25 June to 3 July 2025

Measure	Reported position
Publication date	29 June 2025, before the scheduled end
Verified completion	Not established by this article
Growth or nutrition change	No measured follow-up result supplied

The evidence records an organised nutrition-support initiative relevant to targets 2.1 and 2.2. It does not verify all scheduled servings or a completed programme for every intended recipient. Seven is a reported target count, not a count of children whose growth status improved. No reduction in stunting is inferred.

Recommended verification

The programme team should retain an approved plan, participant assessment, delivery logs, menus and health-worker supervision. Records should distinguish food offered, food consumed and interruptions. Any growth assessment needs appropriate methods, dates and interpretation by qualified personnel; a short feeding schedule alone cannot establish a change in stunting prevalence.

No authentic activity photograph was available for reproduction from the retrieved evidence. The original report is linked below. Additional institutional records should confirm both the student role and the service partners before the activity is presented as fully completed.

Local food and nutrition education in Sereang

KKN cohort 7 and village midwife | Activity 4 August 2025

An external news account reports a “Tanggap Stunting dengan Daun Kelor” activity at two Sereang Posyandu sites. UMS Rappang KKN students worked with village midwife Novia Astuti on balanced nutrition, caregiving and use of locally available moringa leaves. The session included a moringa-based preparation demonstration and participant questions. [10]

Contribution and evidence boundary

The documented contribution is caregiver education and a food demonstration, relevant to nutrition awareness under target 2.2. The activity title expresses its prevention purpose. It does not establish a measured fall in stunting or verify changes in dietary intake. Moringa is discussed as one local ingredient, without presenting it as a treatment or a substitute for an appropriate overall diet and health-care plan.

Programme component	What the evidence supports
Education	Reported discussion of nutrition and caregiving

Programme component	What the evidence supports
Demonstration	Reported use of a local ingredient in preparation
Participant response	Questions and discussion, without a scored learning assessment
Child-growth outcome	Not measured in the public account

Assessment and follow up

Retain the agenda, teaching material, recipe, attendance and health-worker confirmation. A future assessment could examine understanding and actual preparation practices. Nutritional outcomes require a different evidence set, including appropriate intake or growth measurements and a suitable follow-up period. These proposals should not be retrospectively described as measurements already conducted in 2025.

The source photograph could not be retrieved for reproduction. The original article is provided as the evidence link, and an unrelated activity photo has not been substituted.

Developing skills for local feed production

Kulo KKN PMM | Activities 3 August 2025 | News 5 August 2025

Fisheries student Nur Zafitri led a fish-feed demonstration at Supriadi's residence in Kulo, supported by field supervisor Muhammad Bibin. Local PKK leadership and fisheries and agricultural groups participated. The account records a two-kilogram batch using fish, soybean, maize and maggot meals, bran and supplementary ingredients. [6]



Figure 2. Photograph published with the Kulo fish-feed demonstration account. Source [6].

A related account describes Agribusiness student Nursyamsih demonstrating maggot meal on the same date at the same host location. It covers preparation and processing of an alternative feed ingredient for community groups. These accounts are treated as linked components, without adding their participants as separate populations. [7]



Figure 3. Photograph accompanying the related maggot-meal training account. Source [7].

Contribution and assessment

The sessions support knowledge relevant to producer capacity under 2.3 and possible resource-use applications under 2.4. Two kilograms is the demonstration output, not annual production. Feed safety, composition, storage, cost and fish or livestock performance require separate testing. Reported enthusiasm is not a measured profit or productivity gain. Retain the formula, batch record, quality checks and follow-up adoption records; do not infer commercial-scale viability from a demonstration.

Sharing rice planting technology with producers

Agribusiness programme and P4S Laskar Pelangi | News 7 March 2025

A university account describes Agribusiness student Muhammad Salman Al Farizy As Sise presenting a rice-planting tool at P4S Laskar Pelangi. Participants included students and agricultural business actors. The presentation explained mechanical planting and offered practical training to farmers interested in using the tool. [8]



Figure 4. Photograph published with the rice-planting technology presentation account. Source [8].

Contribution and documented output

The account establishes agricultural knowledge exchange relevant to the producer-capacity direction of target 2.3. It provides a setting for discussing labour, planting operations and technology use. It does not establish that the tool was invented, independently tested or adopted at scale by the university.

Interpretation of efficiency statements

The presenter's efficiency claims are not treated as verified trial results. The source does not provide a controlled comparison, measured labour hours, planted area, farmer adoption or yield results. The news date is retained as a reference; the exact event date should be confirmed from the organiser's record.

Recommended verification

Retain the P4S agenda, presentation, attendance and technical description. A practical comparison should identify field conditions, operator experience, time per area and planting quality. Any subsequent assessment of costs or harvest must use actual records and a suitable comparator. Farmer access to training and maintenance support should be documented separately from initial interest.

Creating a campus agricultural demonstration space

HIMAGRI Agribusiness student association | News 19 February 2025

HIMAGRI students prepared unused campus land near the Faculty of Social and Political Sciences for a demonstration garden. The university account identifies Arhan as association leader and Iranita Haryono as supervising lecturer and Agribusiness programme head. It describes a mini tractor for land preparation and sprinkler irrigation as part of the initiative. [2]



Figure 5. Photograph accompanying the campus demonstration-garden development report. Source [2].

Contribution and learning value

The activity connects agricultural study with practical management of a campus site. Its relevance is experiential learning about production and resource use, associated with targets 2.3 and 2.4. The account documents development work, without confirming a mature production cycle or delivery of produce to food-insecure households.

Assessment of resource use

Sprinkler installation does not by itself establish water savings. The report provides no plot area, water volume, crop output or measured comparison with another irrigation method. Productivity and efficiency remain intended benefits rather than verified outcomes.

Recommended verification

A plot register should record site boundaries, crops, dates, inputs, irrigation volumes and harvest destinations. Student learning can be assessed through field records and supervision. If produce is later sold, donated or used on campus, retain quantities and destination records. A comparison across seasons would support assessment of continuity, while avoiding annual extrapolation from an early land-preparation account.

Learning sweet potato cultivation with BSIP

Agrotechnology internship at BSIP Aneka Umbi Lanrang | News 22 March 2025

Agrotechnology interns practised fertilisation of sweet potatoes at the BSIP Aneka Umbi Lanrang display garden. The university account names three varieties, Beta 1, Beta 2 and Beta 3, and describes guidance from BSIP technician Wahyu Triadi Kamaruddin. Students learned to align fertiliser use with crop needs and agronomic practice. [3]



Figure 6. Photograph published with the sweet-potato fertilisation internship account. Source [3].

Contribution and documented output

The record shows supervised production-related learning with an agricultural institution. Its relevance is technical capacity for food-crop production and the knowledge direction of targets 2.3 and 2.a. Working with three varieties does not establish a genetic-resource conservation programme under target 2.5.

Evidence limits

The source describes a crop-maintenance activity, without supplying a final harvest, fertiliser-use comparison, yield gain or producer-income result. Research and innovation are presented as a broader programme purpose; this account alone is not a completed research study.

Recommended verification

Retain the internship agreement, placement dates, student register, plot details and supervisor assessments. Crop records could identify application rates, growth observations, harvested mass and losses. Any claim of optimisation requires a defined comparison and method. A learning assessment should examine how students justify application choices rather than infer competence solely from attendance or a photograph.

Village agricultural learning and precision fertilisation

Agrotechnology MBKM | University accounts 21 October and 18 November 2025

The October account describes Agrotechnology students preparing land in Carawali through MBKM and village mentoring, supervised by Nining Triani Thamrin. It links field learning to household food security and agricultural enterprise. [4]



Figure 7. Photograph accompanying the Carawali land-preparation account. Source [4].

The November account describes supervised fertilisation learning and the use of nutrient maps to identify areas of vegetable land with different nutrient needs. Its stated purpose is to develop practical land-management skills. The article does not separately specify a location or exact activity date. [5]



Figure 8. Photograph accompanying the MBKM precision-fertilisation account. Source [5].

Contribution and verification

Both sources support agricultural learning relevant to 2.3 and the capacity needed for 2.4. They are presented together thematically; continuity on one plot or with the same students is not assumed. No measured household food-security improvement, fertiliser reduction or yield increase is established. Retain placement records, plot maps, nutrient analyses and application logs. A stronger assessment would connect recommendations with observed field conditions and later crop measurements, using the actual dates and sites of each activity.

Assessment of progress against SDG 2

The evidence is strongest for practical education, community nutrition communication and support for food distribution. It shows several routes through which the university can contribute to local food systems. It does not provide a consistent annual outcome series or a comparable 2024 baseline for calculating improvement.

Target direction	Evidence in this report	Assessment
2.1 Food access	Low-price market and supplementary feeding initiative	Reported support and planned delivery; no annual food-insecurity estimate
2.2 Nutrition	Sipodeceng cooking and Sereang education	Educational delivery; no verified reduction in malnutrition
2.3 Producer capacity	Feed demonstrations, rice technology and cultivation learning	Knowledge exchange and practice; no measured income or productivity gain
2.4 Sustainable production	Demonstration garden and fertilisation learning	Relevant skills; environmental performance not quantified
2.a Agricultural capacity	Internships and partner-based learning	Educational and extension relevance; no audited investment total

Quantitative figures retained at their actual scale

The Kulo article reports a two-kilogram feed demonstration batch. The feeding account identifies seven intended children. The sweet-potato account names three varieties. These measures describe different units and cannot be combined into a beneficiary or production total. None establishes the number of people whose hunger or nutritional status improved.

Campus food system coverage gaps

The reviewed sources do not establish a 2025 student food-insecurity survey, permanent campus food-assistance register, university food-waste mass series, sustainable procurement share or consolidated affordable-meal provision. This is a limitation of the selected public evidence, not proof that the university had no such activities. Internal records should be reviewed before broader institutional claims are added.

Monitoring and improvement priorities

The proposals below are for institutional consideration. They are not approved commitments or achieved 2025 results. Select measures that fit programme purposes and can be collected consistently without overburdening participants.

Area	Proposed measure	Supporting record
Food access	Unique households, quantities and price comparison	Partner event register and stock records
Nutrition education	Attendance, learning and later dietary practices	Session records and appropriately designed follow-up
Supplementary feeding	Planned versus actual delivery and consumption	Programme logs and health-worker validation
Producer learning	Adoption, costs and production where applicable	Training and follow-up farm records
Agricultural plots	Area, inputs, water use and harvest destination	Plot register and measured field records
Campus food provision	Food insecurity, assistance reach and food waste	Defined survey, service register and consistent weighing method

Recommended sequence

First, confirm programme dates, university roles and partner contributions. Second, assign an identifier to each distinct activity and keep related news together. Third, attach attendance, delivery and assessment records. Fourth, develop a small number of suitable outcome measures, with clear units and denominators. Report change only when repeated measurements are comparable.

Publication and accountability

Before public release, complete factual review with the relevant academic programmes, community-service unit and partners. Check photograph attribution and any permission needed for reuse. Keep personal nutrition records confidential and publish aggregated findings. The public report page should show its actual release date, stable evidence links and a clear correction history.

Evidence register for food access and nutrition

Sources reviewed on 29 October 2026. English descriptions in this report summarise Indonesian sources. News dates are not automatically treated as implementation dates. Click each source link to open the original record.

Source 1 UMS Rappang

Mahasiswa Prodi Agroteknologi UMS Rappang Terlibat Aktif dalam Operasi Pasar Pangan Murah BSIP. 22 March 2025. Partner-led food market and student roles. Open original evidence

Source 9 Sipodeceng village government

Masak Bergizi Cegah Gizi Kurang. 28 August 2025. Local-food nutrition education and cooking demonstration; implementation date not separately stated. Open original evidence

Source 10 Pelopornews

Mahasiswa KKN 7 UMS Rappang Gelar Program Tanggap Stunting dengan Daun Kelor di Desa Sereang. 4 August 2025. Education at two Posyandu sites. Open original evidence

Source 11 Pelopornews

Pemberian Makanan Tambahan PMT 1 Hari 1 Telur Kepada Bayi Oleh Mahasiswa UMS Rappang. 29 June 2025. Scheduled delivery 25 June to 3 July; seven intended recipients; completion not confirmed. Open original evidence

Source 12 United Nations

Goal 2 targets and indicators. Reference for thematic mapping. The report does not claim attainment of UN indicators. Open original evidence

Image provenance

Eight photographs are reproduced from the university news sources identified in the figure captions. They illustrate the source context and do not establish attendance totals or measured outcomes. No generated photographs are used. Three nutrition accounts are retained without photographs because an appropriate activity image was not retrievable.

Evidence register for production and agricultural learning

Source 2 UMS Rappang

Inovasi Mahasiswa Agribisnis Lahan Kosong Disulap Jadi Kebun Percontohan dengan Teknologi. 19 February 2025. Campus plot preparation and irrigation. Open original evidence

Source 3 UMS Rappang

Magang Mahasiswa Agroteknologi UMS Rappang Optimalisasi Pemupukan Ubi Jalar di Kebun Display BSIP. 22 March 2025. Supervised work with three sweet-potato varieties. Open original evidence

Source 4 UMS Rappang

Mahasiswa Agroteknologi UMS Rappang Persiapkan Lahan di Desa Carawali. 21 October 2025. Land preparation and village mentoring. Open original evidence

Source 5 UMS Rappang

Mahasiswa Agroteknologi UMS Rappang Praktikkan Pemupukan Presisi dalam Kegiatan MBKM. 18 November 2025. Fertilisation learning and nutrient-map discussion. Open original evidence

Source 6 UMS Rappang

Demplot Pembuatan Pelet oleh Mahasiswi KKN PMM di Desa Kulo Dorong Kemandirian Pangan Ikan. 5 August 2025; activity 3 August. Two-kilogram demonstration batch. Open original evidence

Source 7 UMS Rappang

Mahasiswi Agribisnis UMS Rappang Gelar Pelatihan Pembuatan Tepung Maggot di Desa Kulo. 5 August 2025; activity 3 August. Linked Kulo training component. Open original evidence

Source 8 UMS Rappang

Mahasiswa Agribisnis Perkenalkan Alat Penanaman Padi Modern. 7 March 2025. P4S Laskar Pelangi technology presentation. Open original evidence

SDG 3 Good Health and Wellbeing

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's 2025 contributions to health and wellbeing include support for community health checks, Posyandu activities, nutrition education and field evaluation of community programmes. Health Administration students also gained supervised experience in digital service administration. School tobacco education and health research dissemination connect lecturer expertise with public-health needs.

Contribution	Documented evidence
Access to preventive services	Support for pesantren health checks and Carawali Posyandu
Community health learning	PBL 3 evaluation in Taulan and Karrang
Tobacco prevention knowledge	School education with a published pre-test and post-test evaluation
Child nutrition	Sereang food education and a supplementary feeding initiative in Sipodeceng
Health service capacity	Puskesmas digital administration internship
Research dissemination	Health Administration co-host role and presentations at ICMHS

Main finding

The evidence is strongest for activity delivery, supervised service support and an immediate improvement in tobacco-related knowledge in one school evaluation. Most sources do not establish population-level health change or sustained effects. Nutrition activities are reported as education or supplementary support, without assuming that stunting was cured or prevented.

Purpose and reporting status

This detailed report covers eight evidence areas and includes source photographs and clickable evidence links. It is a synthesis prepared in 2026 for the 2025 activity period, subject to institutional factual review before publication. Preparation of this document does not establish publication during 2025.

Scope and evidence approach

Coverage concerns selected UMS Rappang activities supported by university news, village-government reporting, contemporary external news and a published community-service research article. Sources were reviewed on 29 October 2026. This is not a full register of campus clinical care, counselling, referrals or institutional health expenditure.

Relationship to SDG 3

Relevant UN directions include prevention of non-communicable disease and promotion of wellbeing under target 3.4, access to health services under 3.8, environmental health under 3.9, tobacco control under 3.a and health workforce development under 3.c. Child-health activities support the broad direction of 3.2 without measuring child mortality. Nutrition education also relates to SDG 2. [9]

Evidence type	Interpretation
Student service support	Registration, education and coordination are distinguished from independent clinical practice.
Educational evaluation	Knowledge change is separated from behaviour change, cessation and disease reduction.
Nutrition activity	Delivery and intended benefits do not establish improved growth or reduced stunting.
Community evaluation	A review stage is documented; numerical outcomes require its instruments and data.
Conference presentation	Dissemination is documented; journal publication and implemented interventions are separate.
Dates	Activity, publication and scheduled completion dates retain their distinct meanings.

Annual boundary

Campus screening news and agendas dated October 2026 are excluded from 2025 achievements. The supplementary feeding article was published before its scheduled end, so completion is not assumed. Participant and beneficiary totals are not combined across activities because units differ and overlap has not been assessed.

Supporting preventive health checks in a pesantren

Puskesmas Manisa and Health Administration | Activity 14 to 15 October 2025

Health Administration cohort IV students assisted a free health check programme at Pondok Pesantren Al-Urwatul Wutsqaa Benteng in Baranti, delivered by Puskesmas Manisa. The university account describes registration, examination-flow support and health education. Listed services include blood pressure and glucose checks, dental and oral checks, body measurements, vision and hearing checks. [1]



Figure 1. Photograph accompanying the university account of pesantren health check support. Source [1].

Contribution and documented output

The activity connects student learning with preventive service access, relevant to targets 3.8 and 3.4. Students' documented contribution concerns administration and education. Clinical examinations remain attributed to the health-service team. The account does not provide patient totals, screening findings or completed referral counts.

Assessment and follow up

Retain the assignment, partner confirmation, attendance and anonymised service summary. A stronger evaluation would distinguish people registered, examinations completed and referrals followed through. Screening participation alone does not establish improved disease control or reduced complications. Future reporting should use verified service records and explain the university's specific role alongside that of the Puskesmas.

Evaluating community health programmes in Enrekang

PBL 3 in Taulan and Karrang | University report 6 February 2025

The university reports two weeks of PBL 3 activity in Taulan and Karrang villages, Cendana, Enrekang. Health Administration students evaluated programmes introduced during PBL 2, including healthy and hygienic behaviour in primary schools, environmental and waste management, household waste education and reuse activities involving discarded plastic cups. [2]



Figure 2. Photograph published with the university account of PBL 3 in Enrekang. Source [2].

Contribution and continuity

The account establishes a follow-up stage rather than an isolated initial intervention. Community evaluation can support learning about how health-related practices continue and where programmes need adjustment. Its thematic relevance concerns environmental health under target 3.9 and community prevention more broadly. Exact placement dates should be confirmed from the programme record.

Evidence needed to assess results

Retain the PBL 2 and PBL 3 plans, assessment instruments, field reports and partner feedback. An evaluation should identify what was assessed, who participated and how change was measured. The public account supplies no baseline and follow-up values, response totals or documented health effects. Programme continuity and community independence are intended outcomes, without a measured degree of achievement established by this source.

School education about the dangers of smoking

SMA Negeri 1 Sidenreng Rappang | Activity 22 February 2025 | Published 25 September 2025

A Mujtama article by Sunandar Said and five UMS Rappang Health Administration colleagues reports education at SMA Negeri 1 Sidrap. Its one-group pre-test and post-test evaluation analysed 50 students. The reported mean knowledge score increased from 55.80 to 87.50. [3, 10]



Figure 3. Activity photograph reproduced from Figure 1 of the published article, page 97. Source [3].

Measure	Before	After
Mean knowledge score	55.80	87.50
Standard deviation	9.51	6.82
Analysed participants	50 matched students	Same group

Interpretation of the result

The observed difference is 31.70 score points, calculated from the reported means. This supports an immediate knowledge outcome relevant to tobacco-prevention education under target 3.a. It does not establish smoking cessation, lower smoking prevalence or sustained retention. Without a comparison group, testing effects and other explanations cannot be ruled out. The article reports p = 0.000; this should be read as rounded software output, conventionally expressed as p < 0.001.

Retain the instrument, scoring rules, paired data and follow-up assessments. Longer-term knowledge and smoking behaviour should be assessed separately from the immediate post-test.

Supporting maternal and child health at Carawali Posyandu

Puskesmas Lawawoi and village cadres | Activity 7 August 2025

Carawali village reports a Posyandu session delivered by Puskesmas Lawawoi and village cadres, with support from UMS Rappang, IAIN Parepare and Universitas Hasanuddin KKN students. Student roles included registration, child weight and height measurements and assistance with health education. Health workers provided growth checks, immunisation and other scheduled preventive services. [4]



Figure 4. Source image accompanying the village-government account of the Carawali Posyandu session. Source [4].

Contribution and role boundaries

The activity demonstrates university participation in an existing community health-service setting. It is relevant to service access under target 3.8 and the broader child-health direction of 3.2. Clinical service delivery remains attributed to health personnel. The source does not establish the number of children served by UMS Rappang students specifically.

Records and follow up

Retain the village and Puskesmas service summary, student assignment and supervision record. The article describes Posyandu as a monthly service, but this does not establish twelve university-supported sessions during 2025. Stronger reporting would identify actual dates of university participation and distinguish registration, growth monitoring, vaccination and referral outputs. Attendance at one session cannot demonstrate improved immunisation coverage or lower child morbidity.

Local food education in Sereang

KKN cohort 7 and village midwife | Activity 4 August 2025

An external news account reports a nutrition education activity at two Sereang Posyandu sites. UMS Rappang KKN students and village midwife Novia Astuti discussed balanced nutrition, caregiving and the use of locally available moringa leaves. The activity included a demonstration of a moringa-based preparation and questions from participants. [5] The source account is linked below. Its activity photograph could not be retrieved for reproduction in this report.

Contribution and evidence boundary

The documented contribution is caregiver education and a food demonstration. It supports child-health awareness, with connections to SDG 2 nutrition and the broad preventive direction of SDG 3. The source does not establish improved child growth or reduced stunting. No single ingredient is presented here as a treatment or a substitute for an appropriate overall feeding and health-care plan.

Assessment and follow up

Retain the agenda, teaching materials, attendance and health-worker involvement. Learning assessment could identify whether caregivers understood the session and how they used its practical content. Child-growth outcomes would require appropriate measurements, time periods and clinical interpretation. Future reporting should distinguish educational reach from changes in household practice and nutritional status; none of those later changes is quantified by this source.

Supplementary feeding support in Sipodeceng

PBL II Posko 3 | Report 29 June 2025 | Scheduled 25 June to 3 July 2025

A news account describes the “1 Hari 1 Telur” supplementary feeding initiative in Bonginge and Dea hamlets, Sipodeceng. Seven children under five were identified as intended recipients. The described menu included an egg, vegetables and fruit, with students coordinating with caregivers and local Posyandu cadres. The stated delivery period extended beyond the article’s publication date. [6]

Documented status

Field	Evidence position
Planned recipients	Seven children under five, as reported by the source
Scheduled period	25 June to 3 July 2025
News date	29 June 2025, before the scheduled programme end
Completion and growth outcomes	Not established by this article

Contribution and interpretation

The initiative documents an organised community nutrition-support effort with a child-health purpose. It does not establish that every scheduled serving was delivered or that all seven children completed the programme. No change in growth classification is inferred. The number seven is a planned recipient count, not a verified count of children whose nutritional status improved.

Evidence needed for verification

Retain the approved plan, recipient eligibility assessment, delivery logs, health-worker supervision and anonymised growth records where relevant. Programme evaluation should distinguish meals offered, meals consumed, attendance and any later clinical assessment. Report observed findings with their actual dates and methods. This account is evidence of the initiative and intended delivery, rather than proof of completed treatment or elimination of stunting.

Developing digital health administration skills

Health Administration internship at Puskesmas Rappang | News 31 October 2025

The university reports students learning to enter service data through BPJS Kesehatan's Primary Care application at Puskesmas Rappang. Under staff guidance, the placement addressed registration, recording service information and reporting. The account also describes attention to validation and patient-data security. [7]



Figure 5. Photograph accompanying the university account of digital administration learning at Puskesmas Rappang. Source [7].

Contribution and documented output

Supervised administrative practice develops skills relevant to health-service organisation and the workforce-capacity direction of target 3.c. It may support the operation of services associated with target 3.8, but the public account does not quantify reduced waiting time, fewer data errors or improved clinical outcomes.

Assessment and follow up

Retain placement dates, learning objectives, supervision and competency assessments. Evaluation could use anonymised administrative exercises and approved measures of accuracy or completeness. Personal patient records should remain within authorised service systems. A stronger report would distinguish the student learning outcome from any verified service improvement. The exact placement duration and number of participants should be confirmed from programme records rather than estimated from the photograph.

Sharing health research through ICMHS

Health Administration programme and UMY | University report 16 August 2025

The Health Administration programme was reported as co-host of the ninth International Conference of Medical and Health Sciences, organised by Universitas Muhammadiyah Yogyakarta. Five lecturers presented research concerning stunting prevention, adolescent tobacco prevention, maternal and child nutrition, research collaboration and supplementary feeding. Sunandar Said's presentation concerned school-based tobacco-prevention approaches. [8]

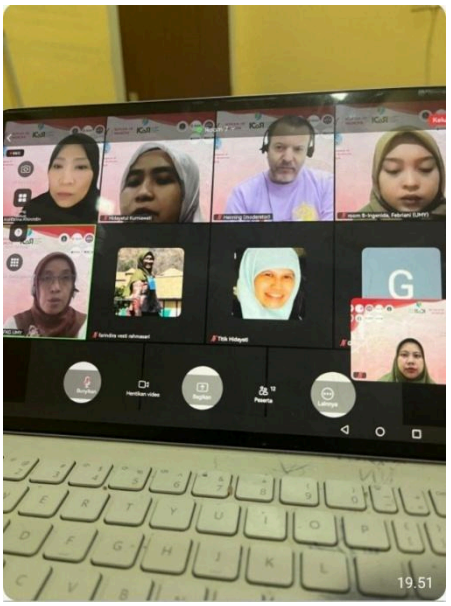


Figure 6. Photograph of the online conference session published with the university report. Source [8].

Contribution and scope

The documented contribution is academic cooperation and dissemination of health research. Topics are relevant to prevention and child health, but presentations alone do not establish implementation of community interventions or health improvement. Five is the lecturer-presenter count, not total conference attendance or an annual publication total.

Verification and follow up

Retain the organiser's programme, co-host confirmation, abstracts and presentation records. Study methods, periods and findings should be verified from the corresponding research reports before numerical outcomes are reused. Later journal acceptance should have its own citation. The specific conference date and participation arrangements should be confirmed from organiser records; the university news date is used here only as a reference point.

Assessment of progress against SDG 3

The selected evidence shows practical service support, education, community follow-up and research communication. The school article adds an immediate measured learning result. Most other accounts establish delivery or programme intent and provide little information on sustained behavioural or clinical change.

Target direction	Relevant evidence	Supported conclusion
3.4 Prevention and wellbeing	Health checks and tobacco education	Screening support and knowledge development; no mortality or mental-health outcome measured.
3.8 Service access	Pesantren checks, Posyandu and service administration	Participation in health-service delivery settings; no population coverage estimate.
3.9 Environmental health	PBL 3 review of hygiene and waste-related programmes	Follow-up learning and evaluation activity; no exposure or disease reduction measured.
3.a Tobacco control	School education and published knowledge evaluation	Immediate knowledge gain in one group; no cessation or prevalence effect established.
3.c Workforce development	Supervised digital administration and field learning	Relevant skill-building opportunities; no workforce-density change measured.
Child health and nutrition	Posyandu, food education and feeding initiative	Preventive support; no child mortality or verified stunting reduction established.

Outcome and attribution limits

Immediate knowledge improvement cannot substitute for long-term health outcomes. Likewise, a nutritional activity cannot establish a change in growth status without appropriate follow-up. Missing values are not treated as zero. No annual aggregate of patients, children or students is calculated because records do not establish unique participants across these activities.

Coverage gaps

The selected sources do not provide a consolidated 2025 register for campus counselling, sexual and reproductive health services, substance-use treatment, communicable-disease programmes or referral completion. This limits the report's coverage and does not prove that such services or activities were absent.

Monitoring and improvement priorities

The following proposals are intended for institutional review rather than presented as approved commitments or achieved 2025 results. Select measures that match each programme's purpose, role and available records.

Area	Proposed measure	Supporting record
Service support	Unique participants, service completion and referral follow-up	Anonymised partner-validated summary and activity register

Area	Proposed measure	Supporting record
School education	Knowledge retention and separately assessed behaviour	Instrument, paired records and follow-up assessment
Posyandu collaboration	Actual university-supported sessions and support tasks	Village and Puskesmas records plus student supervision
Nutrition activities	Attendance, delivery completion and appropriate follow-up	Programme logs and health-worker-validated records
Administrative learning	Competency demonstrated and assessed accuracy	Supervision, rubric and anonymised exercises
Research dissemination	Verified presentations and later outputs	Conference programme, abstracts and publication records

Recommended sequence

First, validate dates and roles with the Health Administration programme and service partners. Second, consolidate distinct activities under consistent identifiers. Third, attach the underlying records and identify measures that can be compared over time. Finally, report results with clear denominators, methods and limitations, distinguishing delivery, learning and health outcomes.

Publication and accountability

Before public release, complete institutional factual review and confirm image attribution. Use appropriately aggregated records for health reporting and protect participant identities in any additional evidence. The public page should state the actual approval and release dates, retain stable evidence links and preserve a clear version history for corrections.

Evidence register for service and community activities

Sources reviewed on 29 October 2026. Activity photographs are reproduced from their cited source pages or the published article. They support the reported context and do not independently establish health outcomes.

Source 1 UMS Rappang

Mahasiswa Administrasi Kesehatan UMS Rappang Angkatan IV Membersamai Kegiatan Cek Kesehatan Gratis. 20 October 2025; activities 14–15 October 2025. Open evidence source

Source 2 UMS Rappang

Penarikan Mahasiswa Prodi Administrasi Kesehatan UMS Rappang Usai Jalani PBL3 di Enrekang. 6 February 2025. Taulan and Karrang evaluation account. Open evidence source

Source 4 Carawali village government

Kolaborasi Posyandu Carawali Petugas Kader dan Mahasiswa Bersatu. 7 August 2025. Partner-side account of the service session. Open evidence source

Source 5 Pelopornews

Mahasiswa KKN 7 UMS Rappang Gelar Program Tanggap Stunting dengan Daun Kelor di Desa Sereang. 4 August 2025. Nutrition education account. Open evidence source

Source 6 Pelopornews

Pemberian Makanan Tambahan PMT 1 Hari 1 Telur Kepada Bayi Oleh Mahasiswa UMS Rappang. 29 June 2025. Scheduled programme continues to 3 July; completion not established. Open evidence source

Research and professional learning evidence

Source 3 Said and colleagues

Peningkatan Pengetahuan tentang Bahaya Merokok Melalui Edukasi Kesehatan pada Siswa SMA Negeri 1 Sidenreng Rappang. Mujtama 5 number 2, 2025, pages 95–103. DOI 10.32528/mujtama.v5i2.3836. Full text, including the activity photograph and evaluation tables. Open evidence source

Source 10 Mujtama article record

School smoking education article metadata. Published 25 September 2025; confirms university-affiliated authors. Open evidence source

Source 7 UMS Rappang

Mahasiswa UMS Rappang Tingkatkan Kompetensi Digital di Puskesmas Rappang. 31 October 2025. Supervised digital administration internship account. Open evidence source

Source 8 UMS Rappang

Prodi Adminkes Fakultas Ilmu Kesehatan UMS Rappang Dapat Kehormatan Menjadi Co-Host ICMHS di UMY. 16 August 2025. Conference participation and research dissemination. Open evidence source

Source 9 United Nations

SDG 3 targets and indicators. Framework for thematic interpretation; no national indicator attainment is asserted. Open evidence source

Institutional verification

Programme and partner records should confirm attendance, completion, supervision and any reported outcomes before approval. The school evaluation establishes a published learning result with design limitations. News accounts of planned or continuing activities remain separate from verified completion. Current 2026 campus screening activities are excluded from this annual record.

SDG 4 Quality Education

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

This report documents UMS Rappang activities contributing to quality education during 2025. It brings together eight publicly reported initiatives covering continuing higher education, curriculum development, professional learning, school partnerships, inclusive vocational learning and community education. The evidence establishes educational provision and participation in selected activities. It does not establish institution-wide improvement in learning outcomes.

Contribution	Activities covered
Continuing higher education	Recognition of prior learning pathway in Agrotechnology
Teaching quality	OBE curriculum workshop, PEKERTI participation and vocational teacher mentoring
School learning	Primary school literacy and digital English learning research
Inclusion and lifelong learning	Practical training at SLB Mapilli and community skills training in Polewali

Purpose and use

The report provides a traceable account of activity, partners, intended beneficiaries and documented outputs. Each programme section includes a photograph reproduced from its university news source and a clickable evidence link. The evaluation sections identify the records needed to assess results and support institutional validation.

Reporting status

Institutional approval and public publication should use their actual dates. The year 2025 identifies the activity reporting period; preparation of this report in 2026 does not establish that the report was published in 2025.

Scope and evidence approach

Coverage includes the eight activities described in this report and their associated school and community partners. It is not a complete inventory of university operations. Public news is used to establish the reported activity; programme records are needed to verify attendance, completion, expenditure and outcomes.

Evidence rules

a. Activity dates are distinguished from news publication dates. Where an exact activity date is not stated, the publication date is used only as a reference point.

a. Numbers retain their original units. Participating schools, university students, lecturers and community learners are not combined into one beneficiary total.

a. Training objectives and participant impressions are not treated as measured learning gains. Missing measurements are not assigned a zero value.

a. Proposed extensions and future training cycles are not counted as completed activities.

Relationship to SDG 4

SDG 4 addresses inclusive and equitable quality education and lifelong learning. Its targets cover access to tertiary education, relevant vocational skills, opportunities for vulnerable learners, education for sustainable development and qualified teachers. The mapping below indicates thematic relevance, not attainment of the UN indicators. [09]

Activity area	Relevant direction
RPL pathway	Target 4.3 access to tertiary education
Community vocational education	Target 4.4 skills for employment and entrepreneurship
Inclusive practical training	Targets 4.5 and 4.4 equity and relevant skills
Primary school literacy	Supports the learning quality direction of target 4.1
Sustainability in curriculum design	Potential relevance to target 4.7 subject to curriculum verification
Professional development	Supports educator capacity without measuring indicator 4.c.1

Sources were reviewed on 29 October 2026. Source numbers [01] to [08] correspond to the eight programme sections; [09] is the United Nations SDG 4 reference.

1. Continuing higher education through prior learning recognition

Agrotechnology programme | Report published 31 July 2025

Activity and participants

The Agrotechnology programme announced a diploma-to-bachelor pathway through Rekognisi Pembelajaran Lampau, or recognition of prior learning. The announcement followed an evaluation and assessment-support meeting with LLDIKTI Region IX on 15 July 2025. It identifies D1, D2 and D3 graduates as potential applicants and describes portfolio assessment and possible recognition of prior course credits. [01]



Figure 1 Photograph accompanying the university report on the Agrotechnology RPL pathway.

Documented contribution

The documented output is an admission pathway with an assessment mechanism. Its relevance to SDG 4 is the opportunity to continue higher education while recognising relevant prior learning. The announcement does not establish enrolment, credits awarded, completion or reduced study costs.

Evaluation and follow up

Admissions and academic records should establish applicant and enrolment counts, assessment decisions, credits recognised and subsequent progression. The RPL operating guidance and approval decision should be retained with the report.

2. Strengthening curriculum design through OBE

Faculty of Science and Technology and Agrotechnology | July 2025

Activity and participants

A university report published on 31 July 2025 describes Agrotechnology lecturers participating in a workshop on outcome-based education organised by the Faculty of Science and Technology. Practical work covered graduate learning outcomes, course learning outcomes, graduate profiles and curriculum documents. The account links curriculum development with local agricultural needs, sustainable agriculture and digital entrepreneurship. [02]



Figure 2 Photograph accompanying the university account of the OBE curriculum workshop.

Documented contribution

The recorded output is professional development and curriculum design work. This supports the quality of teaching design. Evidence that revised curricula were approved, used in classes and evaluated would establish implementation beyond the workshop.

Evaluation and follow up

Retain attendance, the workshop agenda, revised curriculum and course plans, approval records and implementation reviews. The source gives both a four-day duration and a 16 to 18 July date range; the official agenda should resolve this inconsistency.

3. Developing lecturers through PEKERTI

Indonesian Language Education | Scheduled 10 to 17 February 2025

Activity and participants

The university news item dated 13 February 2025 records two Indonesian Language Education lecturers participating online in PEKERTI organised at Universitas Muslim Indonesia in Makassar. The participants are Idayanti Sahlan and Jusrianto Jala. The programme concerns basic instructional skills, with the stated intention of strengthening teaching practice. [03]

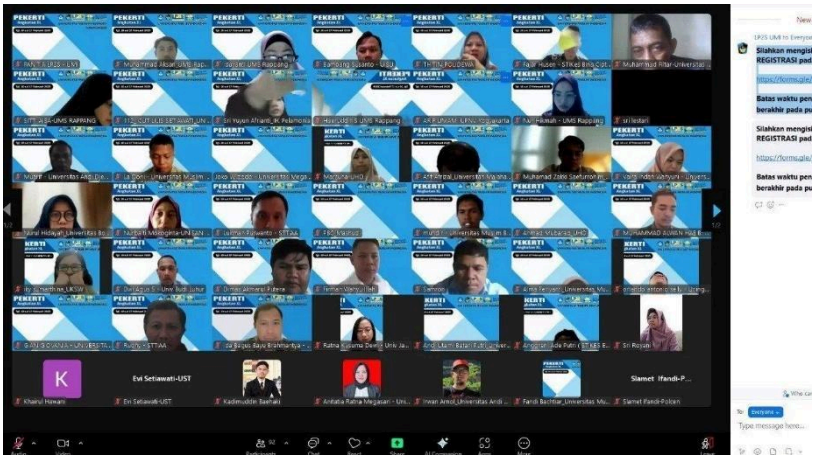


Figure 3 Image published with the university report on lecturer participation in PEKERTI.

Documented contribution

The evidence establishes reported participation by two lecturers during the scheduled training period. It is relevant to continuing professional development. Because the news was published before the scheduled end, it does not by itself establish completion or certification.

Evaluation and follow up

Obtain assignment letters, certificates, training materials and a short follow-up record showing how participants applied the training. A review of revised course plans or peer-observed teaching would provide stronger evidence than attendance alone.

4. Mentoring vocational school teachers

Culinary Education programme | Report published 20 October 2025

Activity and participants

The Culinary Education programme head supported on-the-job training at SMK Latanro in Enrekang. The university account identifies teachers from five vocational schools in Sidrap and Enrekang. Mentoring involved observing classroom implementation, providing constructive feedback and reflecting on lesson plans through the pedagogical approach described as deep learning. The report also describes intended subsequent cycles. [04]



Figure 4 Photograph accompanying the report on vocational teacher mentoring at SMK Latanro.

Documented contribution

The documented output is support for classroom practice beyond the university. Five refers to schools, not a teacher count. The pedagogical term is not evidence of an artificial intelligence activity, and planned later cycles are not counted as completed.

Evaluation and follow up

Retain the activity date, participating school names, teacher attendance, observation rubrics and before-and-after lesson plans. Follow-up observations could establish changes in teaching practice and student engagement.

5. Supporting primary school literacy

Indonesian Language Education and Himaprodi | February 2025

Activity and participants

Lecturers and students from Indonesian Language Education conducted a school literacy programme at SDN 4 Benteng in Baranti, Sidenreng Rappang. The university report published on 26 February 2025 describes community service linked to the student association programme. Learning activities addressed reading, creative writing and critical thinking, including the ability to consider information encountered in digital media. [05]



Figure 5 Photograph accompanying the university report on the school literacy programme.

Documented contribution

The evidence documents university participation in school literacy support. Its relevance is the development of foundational learning skills. The source describes intended improvement but supplies no baseline, post-programme score or participant total.

Evaluation and follow up

School and programme records should confirm participating classes, pupil totals, session frequency and learning materials. Reading assessments, writing portfolios and teacher observations would support an evaluation of change while protecting pupil identities.

6. Developing digital English learning resources

English Education research team and SMPN Satap 8 Maiwa | Report published 31 July 2025

Activity and participants

A Fundamental Research 2025 project led by Sam Hermansyah developed and shared digital English learning media at SMPN Satap 8 Maiwa in Enrekang. The account describes an initial survey of teacher and pupil needs, design responses to internet and device constraints, and visual, audio and language-game elements. Teachers discussed the design and possible improvements. Five university English Education students supported the research. [06]



Figure 6 Photograph accompanying the report on digital English learning research at SMPN Satap 8 Maiwa.

Documented contribution

The documented outputs concern resource design, a school trial setting and dissemination. The five students are university research participants, not the school beneficiary count. Quantified gains in English proficiency and replication elsewhere are not established.

Evaluation and follow up

Retain the research report, media files, user guidance, validation instruments and trial findings. Future assessment should document user numbers, accessibility, actual use and learning outcomes under the school's connectivity conditions.

7. Inclusive vocational learning at SLB Mapilli

Culinary Education programme | Activities on 27 and 28 October 2025

Activity and participants

Damayanti Trisnasari, head of the Culinary Education programme, delivered basic cake-making and simple decoration training for teachers and pupils at SLB Mapilli, Polewali Mandar. The university report was published on 1 November 2025. Practical activities included measuring ingredients, mixing, baking and decorating, with teachers assisting pupils. The products included Brownies Bento and Cheese Cake Brownies. [07]



Figure 7 Photograph published with the university account of cake-making training at SLB Mapilli.

Documented contribution

The activity demonstrates a practical learning opportunity involving learners with disabilities. It is relevant to equitable vocational education. Confidence and independence are stated educational intentions; the article does not provide measured change or participant counts.

Evaluation and follow up

Retain the attendance summary, teaching materials, accessibility adjustments, skills rubrics and teacher evaluations. Any publication of participant photographs and disability-related information should follow the institution's consent and privacy procedures.

8. Lifelong learning through community skills training

Culinary Education KKN students | Report published 28 July 2025

Activity and participants

Culinary Education KKN students organised training in Dusun I, Polewali village, for 30 local women described as homemakers. The activity combined variations on traditional cakes with basic social media marketing. A student led the demonstration with field-supervisor support and involvement from local community representatives. [08]



Figure 8 Photograph accompanying the university report on community skills training in Polewali.

Documented contribution

The documented output is a community learning session combining practical and introductory digital marketing skills. The figure of 30 applies to this activity only. The report does not establish new businesses, sustained marketing activity or income growth.

Evaluation and follow up

Retain attendance, the event date, materials and practical assessment results. Follow-up could record whether participants use the skills, develop products or market them. Business and income outcomes should be reported only when supported by participant records.

Progress assessment and measurement

The eight accounts provide evidence of selected education activities in 2025. They do not supply a consistent university-wide baseline or comparable annual results. Progress can therefore be described in terms of provision and recorded participation; an institution-wide improvement rate cannot be calculated from these accounts.

Area	Measurement required	Supporting records
RPL access	Applicants, admissions, recognised credits and progression	Admissions and assessment decisions
Curriculum quality	Approved changes and courses implementing them	Curriculum approval and course plans

Area	Measurement required	Supporting records
Educator development	Completion and application of learning	Certificates and teaching reviews
School literacy	Learner participation and reading or writing change	Assessments and portfolios
Digital resources	Users, frequency, usability and learning results	Research report and trial data
Inclusive learning	Participation, adjustments and skill acquisition	Teaching records and rubrics
Community learning	Completion and subsequent use of skills	Attendance and follow-up survey

Consolidating annual data

A consolidated annual register should distinguish unique beneficiaries from total attendances. The same person attending several sessions should not automatically be counted as several unique learners. School totals should remain separate from teacher and pupil totals.

A fuller institutional report would also include validated 2025 data on enrolment, graduation, first-generation students, financial support, disability services and publicly accessible lifelong learning opportunities. These measures require institutional records and consistent definitions.

Reporting challenges

Public accounts vary in the detail they provide on dates, attendance and assessment. Training delivery is more readily evidenced than sustained change in practice. Records of follow-up, product use and student learning would strengthen future reporting. No comparison with 2024 is asserted without consistent data for both years.

Recommended actions and evidence register

The actions below are recommendations for institutional consideration. They do not represent approved commitments or activities already completed.

a. Validate each programme account with the responsible unit and resolve unclear dates.

a. Assemble assignment letters, attendance, materials, photographs and final reports under a consistent evidence code.

a. Use pre- and post-assessments or practical rubrics where appropriate, followed by an assessment of continued use.

a. Approve the report through the university’s normal process and publish an accessible version using its actual publication date.

Source and attachment register

[01] Agrotechnology diploma to bachelor pathway. UMS Rappang, 31 July 2025. News and photograph

[02] OBE curriculum workshop. UMS Rappang, 31 July 2025. News and photograph

[03] Lecturer participation in PEKERTI. UMS Rappang, 13 February 2025. News and photograph

[04] Vocational school teacher mentoring. UMS Rappang, 20 October 2025. News and photograph

[05] Primary school literacy programme. UMS Rappang, 26 February 2025. News and photograph

[06] Digital English learning media. UMS Rappang, 31 July 2025. News and photograph

[07] Inclusive cake training at SLB Mapilli. UMS Rappang, 1 November 2025. News and photograph

[08] Community cake and social media training. UMS Rappang, 28 July 2025. News and photograph

[09] United Nations Department of Economic and Social Affairs. SDG 4 targets and indicators

Photograph provenance

Figures 1 to 8 reproduce the main images associated with the corresponding university news articles. The source article is linked below each figure. News images illustrate the reported activities; they do not independently verify participant totals or learning outcomes. All evidence links were accessed on 29 October 2026.

Approval and publication

Before external use, the university should confirm factual accuracy, image reuse permissions and institutional approval. Publication should include the report title, activity period and actual release date. This report's preparation date must not be used to imply publication during 2025.

SDG 5 Gender Equality

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented contribution to gender equality in 2025 centres on women's economic skills, access to digital tools and participation in community development. This report presents four university news accounts, with photographs and traceable evidence links. Three describe delivered activities; one records a funding award for a proposed women's empowerment programme.

The strongest public evidence concerns educational provision and community engagement. It does not establish a university-wide gender parity rate, a reduction in discrimination, an increase in women's income or a change in representation in decision-making.

Area	Documented contribution
Women and digital enterprise	Dairy product development and an e-commerce application for KWT Setia Mekar in Karrang [01]
Community economic skills	Training for 30 women in Polewali combining cake-making and social media marketing [02]
Public participation	Funding announcement for women's policy literacy and digital participation in Sipodeceng [03]
Women as technical facilitators	A female Agribusiness student leading a community training activity in Kulo [04]

Purpose of the report

The report explains what the university and its partners are publicly reported to have done, how these activities relate to women's empowerment, and which records are needed to measure results. It provides a basis for institutional review and a more complete annual gender equality account.

Reporting period and publication

The reporting year refers to activities and announcements in 2025. Institutional approval and publication should use their actual dates. This document was prepared in October 2026 and does not establish publication during 2025.

Scope and relationship to SDG 5

SDG 5 concerns gender equality and the empowerment of women and girls. Relevant directions include participation in decision-making, enabling technology, non-discrimination and the prevention of violence. Programme relevance is assessed thematically; the report does not claim attainment of the UN indicators. [05]

Direction	Relationship to the evidence
Target 5.b enabling technology	Digital marketing and enterprise tools can support women's use of technology. Technology ownership and sustained use still need measurement.
Target 5.5 participation and leadership	Public-participation objectives and a female student's technical facilitation are relevant examples. They do not establish equal representation or a leadership rate.
Economic empowerment	Enterprise skills are relevant to women's agency. Training does not itself demonstrate control over income, assets or business decisions.
Targets 5.1 and 5.2	Institutional non-discrimination and violence-prevention performance require dated policies, implementation records and appropriate evaluation.

How evidence is assessed

a. University news establishes reported activity and visible outputs. Attendance lists, project reports and financial records are needed to validate delivery and results.

a. Publication dates are not substituted for activity dates. Funding awards are distinguished from implemented programmes.

a. Women's presence in a photograph is not used to infer participant totals, demographic characteristics or empowerment outcomes.

a. Missing data are not treated as zero performance. Individual programmes are not combined into an annual beneficiary total without checking overlap.

Coverage

The four accounts are selected examples rather than an exhaustive inventory. Current repository material and a village article with unresolved dating and attribution are discussed separately from the 2025 activity evidence. Articles by external institutions published in university-hosted journals are not attributed to UMS Rappang merely because of the journal's hosting domain.

1. Women farmers and digital enterprise in Karrang

KWT Setia Mekar and UMS Rappang lecturers and students
University report published 15 September 2025

Reported activity

A community service programme worked with the Setia Mekar women farmers' group in Karrang, Enrekang. The account describes financial-management support, dairy product

development, packaging improvements and digital marketing. Reported products include milk chips, a milk-and-rice ice cream and dangke. The team also designed an application named KWT SETIA MEKAR with product listings and financial and sales functions. Haslindah is identified as the proposing team leader. [01]



Figure 1 Photograph accompanying the university report on KWT Setia Mekar.

Documented contribution

The account documents support for a women's group and the development of enterprise tools. This is thematically relevant to technology-enabled empowerment. It supplies no participant total, independently tested usage figures or quantified income gain.

An application can support access to markets, but empowerment also depends on who controls accounts, information and proceeds. Evaluation should therefore consider women's ability to use the tool independently and participate in business decisions.

Evaluation and follow up

Obtain attendance, training materials, product documentation and application handover records. Assess active use, digital confidence, control of accounts and revenue records over time. Include women who face device, connectivity or literacy barriers.

2. Enterprise learning for women in Polewali

Culinary Education KKN students and local community
University report published 28 July 2025

Reported activity

Culinary Education KKN students organised a practical training activity for 30 local women described as homemakers in Dusun I, Polewali village. The programme combined innovations in traditional cakes with introductory social media marketing. Marsyanda, a female student, led the demonstration with field-supervisor support and involvement from local community representatives. [02]



Figure 2 Photograph accompanying the university report on women's training in Polewali.

Documented contribution

The output is a delivered learning opportunity with an explicit female participant count. The account supports the provision of practical and digital enterprise skills, but not subsequent business creation, higher earnings or financial independence.

The gender relevance lies in access to skills and potential economic participation. Household-based work should not be assumed to reduce unpaid care burdens; an evaluation should ask whether participation expands women's choices and decision-making.

Evaluation and follow up

Retain attendance, the activity date, practical materials and participant feedback. Follow-up should distinguish skill use, business activity, control over earnings and time constraints. The 30 participants belong to this activity, not a university-wide annual total.

3. Funding for women's policy and digital participation

Culinary Education community service proposal in Sipodeceng
Funding announcement published 25 July 2025

Reported activity

A university announcement reports that a Culinary Education lecturer secured funding under the 2025 Batch II community service programme. The proposed project concerns women's empowerment through policy literacy and the digitalisation of public participation in Sipodeceng village. Its stated focus is strengthening women's understanding of public policy and their participation through digital technology. [03]



Figure 3 Image accompanying the university funding announcement for the proposed programme.

Documented contribution

The confirmed evidence stage is a funding announcement and a stated project focus. It is not a final activity report. No delivery date, participant number, completed training output or demonstrated change in public participation is established by this announcement.

The proposed approach is relevant to enabling technology and participation in public life. A strong evaluation would test whether women can identify policy channels, submit views and receive a response, rather than count attendance alone.

Evaluation and follow up

Retain the award decision, project agreement, workplan and final report. Confirm activities, participants, accessibility and any digital participation tools. Keep the project separate from other Sipodeceng activities until their relationship is documented.

4. A female student leading technical community training

Agribusiness student Nursyamsih and community partners in Kulo
Activity on 3 August 2025 and report published 5 August 2025

Reported activity

Nursyamsih, a female Agribusiness student, led a demonstration on producing maggot meal as part of KKN-PMM in Kulo. The report identifies field-supervisor support and attendance by the village PKK chair and local farming, livestock and fisheries groups. The training concerned a practical agricultural feed-production process. [04]



Figure 4 Photograph accompanying the university report on student-led technical training in Kulo.

Documented contribution

This is an example of a female student acting as a technical facilitator in community engagement. It does not establish that all participants were women, that the activity was designed as a gender intervention, or that women held an equal share of leadership roles. The case illustrates an opportunity for women students to contribute technical expertise. Its link to SDG 5 is therefore supporting evidence of participation, rather than a measured university gender-equality outcome.

Evaluation and follow up

Retain the assignment letter, activity plan and attendance summary. A broader evaluation should examine how facilitation opportunities are allocated, barriers faced by women students and progression into further technical or leadership responsibilities.

Institutional measurement and follow up

The documented progress concerns provision of skills, enterprise support and opportunities for participation. To evaluate gender equality across the university, activity reporting should be connected to validated institutional data. No institution-wide parity or year-on-year improvement is calculated here.

Area	Recommended measure	Evidence required
Education access	Applications, offers, enrolment, retention and graduation by sex	Admissions and student records with consistent definitions
Leadership and careers	Women and total staff in defined leadership categories; promotion and retention	Dated HR register and role definitions
Economic agency	Women applying skills and controlling business decisions or earnings	Consent-based follow-up and business records
Digital access	Independent use, access barriers and continuing application use	User evaluation and application records

Area	Recommended measure	Evidence required
Safety and equality	Policy implementation, awareness, service access and response quality	Approved policies and de-identified monitoring
Care responsibilities	Access to parental and caregiving support and flexible arrangements	Policies in force and service-use records

Recommended improvement actions

a. Validate the four programme accounts with the responsible units and collect the corresponding project records.

a. Create a beneficiary register that separates unique participants, repeat attendances and programme facilitators.

a. Measure outcomes with participants, including barriers, decision-making and control of digital or economic resources.

a. Prepare a 2025 gender-disaggregated institutional dataset and compare years only when definitions and coverage are consistent.

These are recommendations for consideration, not statements that the university has approved or completed the actions. Sensitive records should be summarised in aggregate without identifying complainants or survivors.

Evidence context and reporting boundaries

Violence prevention and institutional policy

The public repository describes a university guide on preventing and handling intolerance, sexual violence, bullying and corruption. However, the catalogue labels the item as 2026 and does not show a publication date. It is therefore a follow-up source, not proof that a policy was in force during 2025. [06]

A 2025 institutional account of safety and equality should establish the approval date, scope, reporting routes, responsible unit, communication activities and implementation. The existence of a guide alone cannot establish policy effectiveness or the absence of incidents.

Sipodeceng village article

A village website article dated 3 October 2025 discusses women's empowerment and digital product marketing, but repeatedly refers to BIMA 2023. The text reviewed does not clearly establish UMS Rappang as the implementing institution. Its relationship to the university funding announcement remains unconfirmed. It is not counted as another delivered UMS Rappang activity. [07]

Attribution and counting

Publication in a university-hosted journal is not sufficient evidence that university staff conducted a project. Author affiliations, implementing partners and the activity year must be

checked. Likewise, programme photographs illustrate the source accounts but do not verify participant totals or the effect of an intervention.

Concluding assessment

The selected evidence supports an account of women-focused community learning and enterprise assistance, one programme funding award and one example of a female student's technical participation. It provides a foundation for reporting contributions to SDG 5 while leaving institutional parity, policy implementation and sustained empowerment outcomes for further measurement.

Approval and publication

The responsible university units should validate facts and image reuse permissions before institutional approval. A public report should display its actual release date and the 2025 reporting period. No signature, policy commitment or approval is implied by this report.

Sources and photographic evidence

Evidence links and images were reviewed on 29 October 2026. Figures 1 to 4 reproduce the main images from the corresponding university articles. Images are included as source documentation, without inferring the gender or role of individuals from appearance.

01 KWT Setia Mekar dairy products and digital enterprise

UMS Rappang | Published 15 September 2025

Read the source article

View the source image

02 Training in cakes and social media for women in Polewali

UMS Rappang | Published 28 July 2025

Read the source article

View the source image

03 Funding announcement for women's empowerment in Sipodeceng

UMS Rappang | Published 25 July 2025

Read the source article

View the source image

04 Female Agribusiness student leading maggot-meal training

UMS Rappang | Published 5 August 2025

Read the source article

View the source image

05 United Nations SDG 5 reference

Targets and indicators for gender equality

06 University policy guide catalogue

Repository entry for the prevention and response guide

Catalogue year 2026. Not used as evidence of policy operation in 2025.

07 Sipodeceng village article

Community service article published 3 October 2025

Context only. Activity year and university attribution require confirmation.

SDG 6 Clean Water and Sanitation

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's publicly documented contributions to SDG 6 during 2025 span hygiene education, agricultural water management, technical learning and water-related research. This report presents six illustrated activity accounts and additional evidence on drinking-water governance and community consultation. It distinguishes delivered work and research from measured changes in water services or use.

Area	Evidence covered
Hygiene and sanitation	Food-handler training and evaluation of community health programmes [01–02]
Agricultural water management	A demonstration garden, water-balance research and drip-irrigation construction [03, 05–06]
Technical education	Student participation in seawater filter maintenance for aquaculture [04]
Governance and community input	A thesis catalogue entry and consultation at a joint village seminar [08–09]

Main assessment

The evidence establishes selected educational, technical and research contributions. It does not establish university-wide drinking-water quality, annual freshwater consumption, wastewater-treatment performance or a quantified reduction in water use. These operational outcomes require institutional monitoring records.

Purpose

The report connects each activity to the relevant direction of SDG 6, identifies the university and partner roles, and sets out the measurements needed to evaluate results. Photographs are reproduced from the source articles, with clickable evidence links below each image.

Reporting date

The 2025 label identifies the reporting period. The preparation and publication dates should be stated separately and accurately. This report was prepared in October 2026 and does not establish publication during 2025.

Reporting scope and evidence method

The report covers selected university, school, community and partner-site activities associated with 2025. Public articles are used to identify provision and participation. Research activity, publication timing and the historical period of research data are treated as separate facts.

Relationship to SDG 6

SDG 6 addresses access to water and sanitation, hygiene, water quality, efficient use, integrated management and community participation. The mapping below indicates thematic relevance; it is not a calculation of the UN indicators. [10]

Target direction	Relevance of the selected evidence
6.2 sanitation and hygiene	Handwashing practice and hygiene education; no sanitation-service coverage rate is calculated.
6.3 water quality	Environmental education and filtration learning are relevant themes; seawater filtering is not drinking-water treatment or wastewater treatment.
6.4 water-use efficiency	Irrigation systems and water-balance research inform efficient use; measured savings are not established.
6.5 water management	Research supports understanding of water demand and infrastructure sustainability; management adoption requires separate evidence.
6.b community participation	Village consultation identifies sanitation needs; delivery of resulting improvements must be demonstrated separately.

Evidence and counting rules

a. A photograph illustrates the accompanying article and is not a basis for estimating participant totals.

a. Dates of news publication, activity delivery and scholarly publication are distinguished throughout.

a. Training and design objectives are not presented as demonstrated water savings, health gains or compliance.

a. Partner-site work is not treated as a university-owned water system. Seawater and freshwater are reported separately.

a. Missing institutional data are not assigned zero values. No activity or participant count is assumed to be an exhaustive annual total.

1. Hygiene and sanitation training for food handlers

Health Administration interns with Dinkes Sidrap and Puskesmas Kulo
University report published 18 November 2025

Activity and university role

The district health office and Puskesmas Kulo involved UMS Rappang Health Administration interns in food-handler training at SPPG Boddi in Kulo. The account describes food hygiene and sanitation, prevention of cross-contamination, correct handwashing, protective equipment and hygienic kitchen management. Students assisted participants during practical learning. [01]



Figure 1 Photograph accompanying the university report on food-handler hygiene training.

Contribution to SDG 6

The documented output is student-supported hygiene education. Handwashing provides the clearest link to target 6.2. The wider food-safety content also relates to health and nutrition. The account does not report attendance totals or a measured change in hygiene behaviour.

Education can support safe practice when it is accompanied by water, soap, usable facilities and supervision. A training event does not establish that those conditions are continuously available or that foodborne illness has declined.

Evaluation and follow up

Retain the activity date, assignment letters, attendance and materials. Assess handwashing practice, availability of soap and water, kitchen hygiene and follow-up observations. Report illness outcomes only when a suitable monitoring design supports them.

2. Evaluating community hygiene and environmental programmes

Health Administration PBL 3 in Taulan and Karrang
University report published 6 February 2025

Activity and university role

Health Administration students completed a two-week PBL 3 period in Taulan and Karrang villages, Cendana, Enrekang. The report describes evaluation of programmes introduced during PBL 2, including school PHBS, waste and environmental management, and education on household waste. It presents the evaluation as an effort to support continuity of community health practices. [02]



Figure 2 Photograph accompanying the university report on PBL 3 completion and evaluation.

Contribution to SDG 6

This is evidence of an evaluation activity reported in 2025. Its connection to SDG 6 is the hygiene and environmental-management component. The source does not provide numerical evaluation results, sanitation infrastructure outputs or water-quality measurements.

Evaluation can clarify whether practices continue after a student programme ends. The article does not establish that all earlier interventions occurred in 2025; their original dates need to remain attached to the underlying programme records.

Evaluation and follow up

Retain the PBL 3 report, instruments, village and school records and findings. Separate earlier delivery from the 2025 evaluation. Identify any hygiene-specific change and agreed follow-up without inferring water-quality improvement from general cleanliness.

3. Irrigation learning in a campus demonstration garden

HIMAGRI and the Agribusiness programme
University report published 19 February 2025

Activity and university role

HIMAGRI developed previously unused land near the Faculty of Social and Political Sciences as an Agribusiness demonstration garden. The university article describes mini-tractor use and a sprinkler irrigation system intended to distribute water evenly. It identifies programme-level supervision and presents the work as practical agricultural learning. [03]



Figure 3 Photograph accompanying the university report on the Agribusiness demonstration garden.

Contribution to SDG 6

The recorded output is a reported garden-development activity incorporating irrigation technology. It is relevant to learning about water management. Neither system efficiency nor the volume of water saved is established by the article.

A sprinkler system's presence is not enough to quantify conservation. Evaluation needs an appropriate comparison, including the area irrigated, crop, rainfall, operating time and water supplied under each approach.

Evaluation and follow up

Retain the garden plan, photographs, equipment specification and maintenance records. Measure water input, irrigation schedule and crop conditions. Avoid extrapolating a garden demonstration into a claim about whole-campus water performance.

4. Technical learning through aquaculture filter maintenance

Fisheries students at an industrial placement site
University report published 24 March 2025

Activity and university role

Fisheries students, including Nur Zafitri and Futry Syahrir, participated in installing and maintaining filters on seawater supply pipes for aquaculture. The report describes inspections, blockage identification and filter cleaning with field technicians, with the activity reported as occurring twice monthly. [04]



Figure 4 Photograph accompanying the university report on Fisheries student placement activities.

Contribution to SDG 6

The documented contribution is supervised technical learning about filtration and maintenance. The water is seawater used for aquaculture. This is not evidence of potable-water provision, freshwater conservation or treatment of the university's wastewater.

Keeping the purpose of each water system explicit prevents inappropriate claims. A record of filter cleaning does not establish chemical or microbiological water quality, and the article does not provide a tested treatment efficiency.

Evaluation and follow up

Retain placement dates, host-site identification, task logs and technical assessments. Water-quality or flow results would be needed to evaluate system performance. Confirm the duration of the reported maintenance schedule before calculating annual frequencies.

5. Research on the Carawali irrigation water balance

Agrotechnology researchers Nurul Anugrah AN and colleagues
Study period February to June 2025 and journal publication 30 April 2026

Activity and university role

An August 2025 university article describes Nurul Anugrah's research on rice-field water availability and demand in Carawali. [05] The journal record names Nurul Anugrah AN, Reza Asra and Trisnawaty AR as UMS Rappang authors. It states that the research took place from February to June 2025, used 2017–2024 hydrological and related data, and was published on 30 April 2026. [07]



Figure 5 Image accompanying the university news item about the student's water-balance research.

Contribution to SDG 6

The study examines water supply and demand using discharge, rainfall, climatology, cropping patterns and irrigation information. The abstract reports seasonal surplus and deficit periods. [07] This supports a 2025 research-activity account, while the journal output belongs to 2026.

The university news item describes publication in 2025, whereas the journal record gives 2026. This report uses the journal date for formal publication reporting. Research findings do not establish that an irrigation authority adopted recommendations or achieved water savings.

Evaluation and follow up

Retain the final article, underlying calculations and any stakeholder dissemination records. Confirm the status announced in 2025 and document any application to irrigation scheduling. Keep study dates, historical input-data years and publication dates distinct.

6 Drip irrigation construction at P4S Bukit Melintang

Agricultural Engineering Vocational Education students and P4S
Activity reported on 26 February 2025

Activity and university role

A Khittah report describes students constructing a drip-irrigation system for melon cultivation at P4S Bukit Melintang in Sidrap on 26 February 2025. The account refers to perforated hoses delivering water gradually to the root area and describes support from the host agricultural training centre. More efficient water use was a stated purpose. [06]



Figure 6 Photograph from Khittah showing students working on the drip-irrigation project.

Contribution to SDG 6

The evidence documents a field-learning project and the construction activity. It is directly relevant to water-use management in agriculture. No measured reduction in water input, irrigation uniformity result, yield comparison or adoption count is provided.

The system's intended benefit is a basis for evaluation rather than an already quantified result. Comparison should account for crop and plot conditions so that any observed difference is not attributed to irrigation technology alone.

Evaluation and follow up

Retain the design, completion records, participant list and host confirmation. Measure flow, water input, operating time and maintenance. If the host continues using the system, document its period of operation and who maintains it.

Water governance and community participation

Research catalogue on drinking water infrastructure

The university repository catalogues a 2025 thesis on factors in the sustainability of community-based drinking-water infrastructure in Sidenreng Rappang. Its abstract describes a purposive survey of 62 respondents across 31 villages or urban wards associated with PAMSIMAS. The factors examined are participation, institutions and service quality. [08]

This is catalogue-level evidence of water-governance research. The displayed author is only Mahasiswa S2 and no precise publication date is supplied. Full authorship, approval and the thesis document should be verified before the work is included in a validated research-output total. The survey figures are not numbers of people newly supplied with water.

The abstract contains inconsistent statements about the significance of participation. This report does not repeat the statistical coefficients as settled findings. The final thesis and analysis would be needed to resolve that issue. [08]

Community consultation in Lise

An IAIN Parepare institutional account records a joint seminar involving IAIN Parepare, UNHAS and UMS Rappang at Lise village on 16 July 2025. Residents raised environmental sanitation among their needs. The account reports 21 students across all three universities and 25 residents. UMS Rappang students presented enterprise and household financial-management priorities. [09]

The seminar is evidence of a consultation setting in which sanitation was discussed, not proof that UMS Rappang delivered sanitation infrastructure. The student total must not be attributed solely to UMS Rappang. Follow-up would need to show whether sanitation needs entered a joint workplan, who was responsible and what was delivered.

Connecting research with action

A stronger reporting cycle would connect identified needs with agreed activities, responsible partners and follow-up measures. A record of discussion or publication is valuable, but implementation must be demonstrated through dated project and service records.

Institutional performance and measurement

The selected activities do not provide a complete campus water account. Annual operational performance should be reported separately from teaching, research and community engagement. Each measure needs a defined institutional perimeter, period and source.

Area	Measure to compile	Records required
Freshwater input	Annual volume by supply source and a clearly defined user denominator	Meter readings, bills and abstraction records
Drinking water	Access, availability and tested quality at relevant points	Facility inventory, sampling plan and laboratory reports
Sanitation and hygiene	Functional facilities, soap and water availability, and accessibility	Inspection and maintenance records
Wastewater	Generated or estimated volume, treatment route and tested discharge	System plans, service records and laboratory reports
Water reuse	Volume, source, treatment and permitted use	Metering and operational records

Area	Measure to compile	Records required
Water efficiency	Comparable baseline and post-intervention water input	Matched-period measurements and intervention logs
Community activity	Unique participants, sessions and verified outcomes	Attendance, partner confirmation and assessments

Data interpretation

For a campus water-intensity measure, state the annual freshwater volume and the exact population denominator used. Avoid combining current website headcounts with an earlier reporting-year volume. Compare years only when sites, sources and population definitions are consistent.

For irrigation projects, record water supplied and plot conditions over a comparable period. For hygiene education, separate attendance from observed practice. Aquaculture seawater filtering should remain outside the campus freshwater and wastewater totals unless a defined reporting framework explicitly requires otherwise.

No water-saving percentage, water-reuse rate, service-coverage rate or year-on-year improvement is calculated from the public activity accounts in this report.

Recommendations and reporting conclusions

Priority actions for consideration

Validate activity evidence

Confirm the six accounts with the responsible programmes and partners. Retain dates, assignment letters, reports, attendance and image provenance.

Establish an operational baseline

Assemble 2025 water bills, meter readings, supply-source information and maintenance records for the agreed campus perimeter.

Evaluate practical interventions

Use suitable measurements for irrigation, filtration learning and hygiene practice. Distinguish device installation from demonstrated performance.

Strengthen community follow up

Track how needs raised in consultation are reflected in plans, implemented activities and subsequent review.

Validate research chronology

Keep research activity dates, data years and publication years distinct. Confirm authorship and approval for repository records.

Overall assessment

The evidence supports a 2025 account of contributions through hygiene education, field-based water-management learning, irrigation activity and research. The strongest direct links concern hygiene and efficient agricultural water use. Community and governance sources provide additional context, with limitations stated where implementation or metadata require confirmation.

The next step in demonstrating progress is to connect these activities with measured outcomes and a validated campus water and sanitation account. These recommendations are proposed improvements, not approved institutional commitments.

Approval and public release

The university should validate factual accuracy, image reuse and institutional approval before external publication. The public version should identify both the 2025 activity period and its actual release date. This document does not imply prior approval or publication in 2025.

Activity sources and photographic evidence

Figures 1 to 6 reproduce the main images associated with the corresponding articles. The source image is linked separately below. Photographs illustrate the accounts; their captions do not imply independent verification of measured outcomes. Links were reviewed on 29 October 2026.

01 Food-handler hygiene and sanitation training

UMS Rappang | 18 November 2025

Read article | View source image

02 PBL 3 evaluation in Taulan and Karrang

UMS Rappang | 6 February 2025

Read article | View source image

03 Agribusiness demonstration garden with sprinkler irrigation

UMS Rappang | 19 February 2025

Read article | View source image

04 Fisheries placement and seawater filter maintenance

UMS Rappang | 24 March 2025

Read article | View source image

05 University news on Carawali water-balance research

UMS Rappang | 2 August 2025

Read article | View source image

06 Drip irrigation project at P4S Bukit Melintang

Khittah | Activity on 26 February 2025

Read article | View source image

Research and reference sources

07 Carawali research article

Nurul Anugrah AN, Reza Asra and Trisnawaty AR. Analysis of Rice Field Water Balance in Carawali Irrigation Area in Sidenreng Rappang District. Journal Galung Tropika 15(1), 96–108. Published 30 April 2026; study period February–June 2025.

Journal record and abstract

DOI 10.31850/jgt.v15i1.1409

08 Drinking water infrastructure thesis catalogue

Analisis Faktor Keberlanjutan Infrastruktur Air Minum Dalam Program Berbasis Masyarakat Di Kabupaten Sidenreng Rappang. University repository catalogue year 2025. Displayed author Mahasiswa S2; exact publication date absent.

Read repository entry and abstract

09 Joint seminar in Lise village

LP2M IAIN Parepare. Tiga Kampus Gelar Seminar Program Kerja Bersama 2025 di Desa Lise Sidrap. Published 24 July 2025; seminar held 16 July 2025.

Read the partner institution account

10 United Nations SDG 6 reference

United Nations Department of Economic and Social Affairs. Goal 6 targets and indicators. Used for thematic mapping rather than a claim of indicator attainment.

Read SDG 6 targets and indicators

Suggested supporting archive

Maintain one folder per activity containing its source article, original photo attribution, assignment or approval record, attendance summary, outputs and evaluation. Keep operational water records in a separate annual dataset so they can be reconciled with the institutional reporting perimeter.

SDG 7 Affordable and Clean Energy

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's publicly documented energy-related work in 2025 includes a publication on LPG demand forecasting, teaching on mechanical efficiency, waste-processing outreach and a collaborative public survey containing a street-lighting item. These are contributions to research, learning and public-service evidence. Their relationship to SDG 7 varies in strength and is explained in each section.

Area	Evidence established
Energy distribution research	A 2025 article on LPG refill demand forecasting [01]
Technical learning	A feed-chopper prototype project applying power and mechanical-efficiency concepts [02]
Energy-related outreach	Waste-processing education that included plastic-to-fuel concepts [03]
Public-service research	A collaborative survey with a street-lighting benefit-recognition item [04]

Main assessment

The evidence supports selected research and educational outputs. It does not establish new renewable generation, a change in the university energy mix, household energy access gains or verified campus energy savings in 2025. Detailed operational reporting requires metered energy, equipment and financial records.

Purpose and structure

This report provides traceable accounts, photographs where available, a description of the relevant SDG 7 themes and a measurement framework. Historical renewable-energy work is presented separately so that it is not counted as new delivery in 2025.

Reporting date

The reporting year identifies the activity period. Preparation and public release dates must be stated separately. This report was prepared in October 2026 and does not establish publication during 2025.

Scope and interpretation of evidence

SDG 7 concerns access to affordable, reliable and modern energy, a larger renewable energy share, energy efficiency and supporting research and infrastructure. The mapping in this report indicates thematic relevance rather than achievement of UN indicators. [08]

SDG 7 direction	Interpretation for this report
7.1 modern energy services	Distribution planning and lighting-related public evidence are relevant context. Access, affordability and reliability outcomes are not directly measured.
7.2 renewable energy	No 2025 renewable generation or share is established. Earlier solar work is historical context.
7.3 energy efficiency	Mechanical-efficiency learning supports technical understanding. Actual reductions in energy input require testing.
7.a research and cooperation	Energy-related research is documented. The report does not establish international clean-energy finance or a 2025 international energy project.
7.b energy infrastructure	The evidence does not establish new university renewable infrastructure commissioned in 2025.

Evidence approach

a. Publication date, activity date and the year of research data are recorded separately. A source appearing in a 2025 issue is not automatically treated as published in 2025.

a. Technical efficiency, operational efficiency and energy savings are distinguished. Faster production or lower inventory does not by itself demonstrate lower energy use.

a. An activity related to fuel is not automatically renewable or clean-energy deployment. Plastic-to-fuel education is not renewable-energy generation.

a. Photos illustrate their source accounts. No participant totals or technical performance are inferred from the photographs.

a. Public evidence is a selected record rather than an exhaustive inventory. Missing values are not set to zero.

1. Research on LPG distribution planning

Digital Business researchers at UMS Rappang
Published 1 October 2025 in JEMSI

Research activity and output

Muh. Niswar, Muh. Tamrin, Haslindah and Pratiwi Ramlan published a study of LPG cylinder refill demand at PT Sinar Energi Sulawesi. The article uses exponential smoothing and historical records from 2022–2024 to forecast demand for selected months in 2025. The journal record confirms the authors' UMS Rappang affiliation and publication in volume 11, issue 5, pages 4773–4782. [01]

Results reported by the authors

The abstract reports a model MAPE of 2.34 percent, alongside other forecasting error measures. This is an error statistic for the model, not a percentage reduction in fuel consumption, emissions or consumer prices. The predicted refill quantities are forecasts, not confirmed realised deliveries. [01]

Relationship to SDG 7

The study contributes an analytical approach to energy distribution planning. Its relevance to modern energy services concerns the possibility of better demand estimation and scheduling. Whether that improves reliability, affordability or access depends on operational use and subsequent service outcomes.

LPG demand forecasting is not evidence of renewable-energy generation. The paper is therefore reported as energy-related research with an indirect service-planning link, rather than as proof of a clean-energy transition.

Evaluation and follow up

A useful follow-up would compare forecasts with actual demand under a defined validation approach, document whether the company adopted the model, and examine stockouts, delays and delivery costs. Household energy outcomes would need a separate study of users and service conditions.

The evidence package should retain the published article, its publication metadata, the forecasting method and any documented company response. No company adoption or change in community energy access is assumed in this report.

2. Learning about power and mechanical efficiency

Animal Science student prototype project
University report published 24 July 2025

Activity and university role

Second-semester Animal Science students designed and built a simple feed-chopper prototype as an Industrial Physics course project supervised by Armayani M. The university account describes group work on design, power and efficiency calculations, selection of affordable local materials and functional testing. Concepts included energy and work, friction and rotating components. Further refinement and partner testing were proposed. [02]

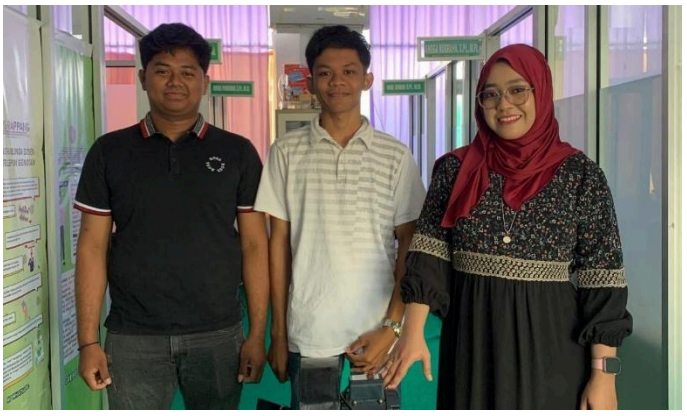


Figure 1 Photograph accompanying the university report on the feed-chopper prototype.

Contribution and limits

The recorded output is a student engineering prototype and contextual learning about power and mechanical efficiency. This is relevant to skills needed for energy-aware design. The source does not provide measured energy input per unit of processed feed or a comparison with another machine.

Improved speed, output or convenience should be assessed separately from energy efficiency. A prototype may improve work processes while its energy consumption remains unmeasured.

Evaluation and follow up

Retain design calculations, specifications and functional test records. To assess energy performance, measure input energy and useful output under comparable conditions, including material type and moisture. Proposed future testing should be recorded as completed only when the results are available.

3 Outreach on waste processing and fuel concepts

Faculty of Science and Technology and SMA 9 Pinrang
Activity on 25 February 2025 and report published 26 February 2025

Activity and participation

A university account describes outreach for 40 SMA 9 Pinrang students on waste-processing and utilisation technologies. Agricultural Product Technology lecturers introduced examples including composting, food products from banana-peel waste and plastic-to-fuel processing. The account also describes practical learning supported by lecturers and students. [03]



Figure 2 Photograph accompanying the university report on waste-processing outreach.

Relationship to energy education

The fuel example gives this activity a limited energy-education connection within a broader waste and resource-management session. The evidence establishes an educational event, not the commissioning of a fuel-production facility or the generation of energy.

Plastic-to-fuel processing is not counted here as renewable energy. The article does not provide a tested fuel specification, energy balance, emissions assessment or evidence of safe commercial use. The report does not infer that the practical component specifically involved producing fuel.

Evaluation and follow up

Retain the agenda, materials, attendance and the description of the actual practical activity. Learning assessment could distinguish knowledge of energy concepts from general waste awareness. Any claim about fuel production would need separate technical records and verification of its outputs.

The figure of 40 identifies the school-student group for this session. It is not an annual energy-outreach beneficiary total. The activity should also retain its broader relevance to education and resource management.

4. Public evidence on street lighting services

FSI and the Faculty of Social and Political Sciences
Survey in November and December 2025

Research and dissemination

A district government account describes a survey by Formasi Survei Indonesia with FISIP UMS Rappang. It records 680 registered-voter respondents surveyed from 20 November to 5 December 2025, with findings presented at the university on 30 December. Street lighting appears among recognised benefits of the district's flagship programmes, at 37.0 percent. [04]



Figure 3 Photograph accompanying the district government account of the collaborative survey.

Interpretation for SDG 7

This is public-service research containing an energy-service-related item. The reported percentage concerns recognition of benefits; it is not the share of households connected to electricity, a lighting coverage rate or an energy-saving result.

The university's documented role is research collaboration and presentation. The government's lighting programme is not attributed to the university as an installation or infrastructure project.

Evaluation and follow up

Retain the questionnaire, sampling documentation and the full report before using the lighting item in detailed analysis. Clarify the question wording and denominator. Stronger energy-service evidence would separately address reliability, access, cost and the technical characteristics of lighting infrastructure.

No inference is made that the lighting used renewable power. The survey is included as supporting public-service evidence with a limited thematic link to SDG 7.

Historical context and date verification

Solar powered agricultural technology in 2023

A Jurnal Dinamika Pengabdian article identifies UMS Rappang authors and describes farmer support in Carawali during January–March 2023 using solar-powered light traps. The activity included surveys, socialisation, assistance and monitoring. [05]

This is relevant institutional experience with renewable-energy applications. It is not counted as a 2025 installation, outreach event or electricity-generation result. Continued use in 2025 would need dated maintenance, usage or partner records.

Energy governance lecture in 2023

Warta PTM reports that UMS Rappang and CERDIGS held an online guest lecture on energy-sector governance and renewable-energy development on 29 July 2023. [06] This establishes a historical educational collaboration. It is not treated as a 2025 event or evidence of continuing activity without further records.

A journal issue labelled 2025 with a 2026 publication date

The Musamus Journal of Agribusiness record for a UMS Rappang study on Just In Time fuel distribution places it in a 2025 issue but gives a publication date of 30 January 2026 and a 2026 citation. [07] It is not counted here as a confirmed 2025 publication. Any claim of 2025 research delivery requires the study dates to be verified.

Why the distinction matters

Historical projects can explain institutional experience without being counted again as current-year outputs. Likewise, a journal's issue label does not resolve the timing of the underlying study. Clear chronology makes future annual comparisons more reliable.

Campus energy performance and measurement

The public sources reviewed do not establish a complete university energy account for 2025. Operational performance should be assembled separately from research and teaching outputs. Missing records are a reporting gap, not evidence of zero activity.

Area	Measure to compile	Supporting record
Purchased electricity	Annual and monthly consumption in kWh by campus meter	Electricity bills and meter readings
Other energy	Fuel quantities and defined energy conversions	Purchasing records and conversion basis

Area	Measure to compile	Supporting record
Renewable supply	Verified generation, self-consumption and any exports	Commissioning documents and meter data
Energy intensity	Consumption per defined floor area or user population	Energy data with matched building or population records
Energy efficiency	Comparable baseline and post-intervention input for the same service	Audit, equipment and measurement records
Energy affordability	Costs and service conditions for defined users	Cost records and a suitable user assessment
Research and outreach	Publications, sessions and unique participants	Metadata, attendance and validated programme reports

Recommended reporting method

Define the institutional perimeter first, including the sites and meters covered. Keep purchased electricity, on-site generation and fuel use in separate categories. Avoid double-counting on-site electricity both when generated and when consumed.

For efficiency claims, state the service output and comparable conditions. A lower bill may reflect prices, occupancy or operating hours rather than lower energy demand. A lower energy total is not automatically evidence of improved efficiency.

A renewable-energy share should use a stated boundary, numerator and denominator, with all energy expressed in compatible units. No such share is calculated in this report because the required institutional dataset has not been established.

Recommended actions and overall assessment

Validate the selected outputs

Confirm the teaching and outreach accounts with the responsible programmes. Retain dates, participants, activity materials, outputs and photograph attribution. For research, retain the published article and any evidence of use beyond publication.

Establish a 2025 energy baseline

Collect monthly electricity records, fuels, equipment inventories and any renewable-generation logs. Reconcile them with the sites covered and identify missing months before calculating annual totals.

Evaluate efficiency through useful output

For the feed-chopper project, test energy input per comparable quantity of feed processed. For campus equipment, use an appropriate service measure and document changes in operating hours or occupancy. Report measured results only after validation.

Assess continuity of earlier renewable projects

Contact the responsible units and partners for dated records of any continued solar light-trap use in 2025. Historical experience should become a current-year claim only when current-year operation or support is documented.

Strengthen the connection to energy services

Research follow-up could examine whether forecasting or public-service findings inform actual decisions. Separate publication, adoption and service outcomes so that each stage can be assessed on its own evidence.

Overall assessment

The selected 2025 evidence supports an account of energy-related research, technical learning, outreach and public-service data. It does not establish a quantified clean-energy transition or campus efficiency improvement. The report provides a structured basis for adding validated operational and outcome data.

These actions are recommendations for institutional consideration. They are not presented as approved commitments. The university should validate the report and image reuse before public release, using the actual publication date.

Sources and photographic evidence

Links and images were reviewed on 29 October 2026. Figures 1–3 reproduce images from their respective source articles. The research source is cited directly; no field photograph is implied for that publication.

01 LPG demand forecasting research

Niswar, M., Tamrin, M., Haslindah, H., and Ramlan, P. (2025). JEMSI 11(5), 4773–4782. Published 1 October 2025. Article and abstract | DOI

02 Feed-chopper prototype project

UMS Rappang | Published 24 July 2025 Source article | Original photograph

03 Waste-processing outreach for SMA 9 Pinrang

UMS Rappang | Published 26 February 2025 Source article | Original photograph

04 FSI and FISIP collaborative public survey

District government | Published 31 December 2025 Source article | Original photograph

05 Historical solar light-trap project

UMS Rappang authors. Jurnal Dinamika Pengabdian 9(1), 2023. Activity January–March 2023. Historical research and community service article

06 Historical energy governance lecture

Warta PTM, 9 August 2023. Lecture held 29 July 2023. Historical lecture account

07 JIT fuel distribution study

Musamus Journal of Agribusiness 8(2), 98–107. Journal record published 30 January 2026; issue labelled 2025. Publication record

08 United Nations SDG 7 reference

SDG 7 targets and indicators

SDG 8 Decent Work and Economic Growth

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's publicly documented activities in 2025 connect university learning with local enterprise development and practical experience in industry. This report presents seven evidence cases: village enterprise capacity building, women's food enterprises, halal-related business education, student entrepreneurship, applied digital business research, international internships and agribusiness workplace learning.

Contribution area	Coverage in this report
Local enterprise capacity	BUMDes Lise and KWT Setia Mekar
Entrepreneurship and business readiness	Halal outreach, student snack-box enterprise and an MSME website study
Work-related learning	Taiwan placement monitoring and grain-quality laboratory experience

What the evidence establishes

The sources document activities and selected outputs. They support a narrative of enterprise assistance and skills development, but do not establish university-wide employment performance, net job creation, business income growth or compliance with decent work standards. Seven source photographs and direct evidence links accompany the activity accounts.

Reporting and publication status

This report covers 2025 activities and was compiled in 2026. It should undergo institutional factual review and approval before public release. Its preparation date does not demonstrate that an SDG report was published during 2025.

1. Scope, method and SDG alignment

The review covers seven selected cases reported on the official UMS Rappang website. Some university pages reproduce reporting from external news outlets; these are identified in the evidence register. The report is a documented selection, not an exhaustive inventory of university employment or economic contributions.

Evidence method

a. Use the activity date where explicitly stated; otherwise identify the news publication date without treating it as the event date.

a. Describe delivered activities separately from their intended benefits. A website, training session or internship does not by itself establish higher income or a new job.

a. Keep different units separate: news items, participants, businesses, placements and jobs cannot be added into one beneficiary total.

a. Treat missing measurements as unavailable, rather than as zero. Do not calculate year-on-year improvement without comparable baseline data.

Relationship to the United Nations targets

The following mapping is an analytical interpretation of the reported activities. It indicates relevance to the direction of SDG 8 and does not demonstrate achievement of official UN indicators. [08]

Target	Relevance and boundary
8.2: Productivity and innovation	Digital tools and product development offer potential productivity pathways; productivity change is not measured.
8.3: Entrepreneurship and MSMEs	Business mentoring, product development and market-readiness education are directly relevant.
8.5 and 8.6: Work and youth transitions	Practical learning may support readiness for work; graduate employment and youth unemployment are not measured.
8.8: Labour rights and safe work	A separate review of employment and placement safeguards is required; participation alone is insufficient.

All links were accessed on 29 October 2026. Source numbers [01]–[07] identify the activity evidence; [08] is the UN framework reference.

2. Strengthening village enterprise capacity

BUMDes Lise, Sidrap | Activity: 20 July 2025 | News: 23 July 2025

Activity and university contribution

UMS Rappang KKN students supported managers of BUMDes Lise through a community engagement activity at Des Cafe in Lise village, Panca Lautang. The account describes managerial guidance, identification of local value chains and strategies responsive to community needs. It also reports an asset-based community development approach to mapping local resources. Village representatives, community members and students from other universities were involved. [01]



Figure 1. Photograph accompanying the university news account of the BUMDes Lise engagement.

Documented outputs and SDG relevance

The documented contribution is practical support for the management of a village-owned enterprise. Reviewing local assets and business options is relevant to enterprise development under target 8.3. The account does not provide a verified business plan, additional turnover, employment figures or evidence that proposed strategies were subsequently adopted.

Evaluation and follow-up

Follow-up could test whether managers used the asset map to select viable products or services. A useful evaluation would compare management practices before and after assistance, review the quality of bookkeeping and record decisions made by the enterprise. Improved planning should be assessed separately from commercial performance.

Retain the agenda, attendance, mentoring materials, asset map, agreed action plan and a follow-up statement from BUMDes management. Financial results, if later reported, should use a defined period and distinguish revenue from profit.

3. Supporting women's rural enterprises

KWT Setia Mekar, Karrang village, Enrekang | News: 15 September 2025

Activity and university contribution

A university community service team of lecturers and students worked with the women farmers' group KWT Setia Mekar. Reported activities combined financial management, milk-product innovation, packaging and digital marketing. Products included milk chips, milk-and-rice ice cream and dangke. The team also designed an e-commerce application with product information, financial recording, online payment and sales-tracking functions. [02]



Figure 2. Source image accompanying the university report on KWT Setia Mekar's milk-product and digital enterprise programme.

Documented outputs and SDG relevance

The case documents enterprise development assistance and reported product and digital-tool outputs. It is relevant to targets 8.2 and 8.3 and has a cross-cutting connection with women's economic participation. The news presents wider market access and additional income as opportunities; it does not supply audited income change or verified transaction data.

Evaluation and follow-up

A useful next step would be to assess which products remained in production and whether members could independently use the application. Market reach should be examined through actual orders and repeat customers. Enterprise growth should also be assessed alongside the distribution of benefits and the additional workload carried by members.

Obtain training records, product specifications, application deployment records, consented transaction summaries and cost sheets. Use consistent monthly periods to compare sales, costs and net surplus, while recording how many members participate in production and financial decisions.

4. Building MSME market readiness

Halal Center contribution to UNHAS outreach | Activity: 2 August 2025

Activity and university contribution

UNHAS KKN students organised an MSME outreach event at SDN 7 Rappang in Lalebata, Panca Rijang. Syahrir L., head of LP3H at the UMS Rappang Halal Center, contributed as the principal speaker. The session discussed halal certification processes and innovation in salted-egg products. The university page was published on 5 August 2025 and describes attendance by local MSME operators. [03]



Figure 3. Photograph accompanying the university page on the UNHAS–UMS Rappang Halal Center outreach event.

Documented outputs and SDG relevance

UMS Rappang's evidenced role is specialist educational input in a partner-organised activity. Explaining certification pathways and product development is relevant to business readiness and

the enterprise-development direction of target 8.3. The source does not establish how many businesses applied for or received certification after the session.

Evaluation and follow-up

Evaluation should follow the business journey from initial awareness to an application, a completed process and any subsequent change in market access. These stages should be recorded separately. Product innovation also requires testing of cost, demand and consistent production, rather than relying only on participant enthusiasm.

Retain the invitation, speaker assignment, materials, attendance and partner acknowledgement. Follow-up records should identify assistance delivered and certification outcomes only where the relevant business has provided verifiable documentation.

5. Student entrepreneurship through real orders

Culinary Arts Education | News: 21 April 2025

Activity and university contribution

Culinary students developed an order-based snack-box service through an entrepreneurship course assignment. The university account describes products offered for campus seminars and training events, with menus and budgets adapted to customer requirements. The project was led by Samrahtussabri Subehan and connected culinary production with management and business communication. [04]



Figure 4. Photograph accompanying the university report on the student snack-box entrepreneurship project.

Documented outputs and SDG relevance

The documented activity is applied entrepreneurship learning through a reported service offering. It is relevant to target 8.3 because students practise recognising demand and organising production. The source describes the approach as efficient, but provides no cost comparison, order volume, profit statement or evidence of a registered business.

Evaluation and follow-up

Assessment could examine whether students can prepare quotations, calculate unit costs, allocate tasks and fulfil customer orders reliably. Producing against confirmed demand may reduce unnecessary preparation; a resource-efficiency claim would nevertheless require records of purchased ingredients, actual production and waste.

Retain the course brief, student business plan, customer orders, invoices, receipts and assessment rubric. Record revenue and costs separately and document how any surplus is distributed. Student learning and business performance should be reported as distinct results.

6. Applied digital research for an MSME

Amelia Farm, Maiwa, Enrekang | News: 25 July 2025

Activity and university contribution

Digital Business student M. Yusuf Firmansyah examined a WordPress company-profile website for Amelia Farm, a laying-hen enterprise. The account describes a qualitative case study using ten informants, interviews, observation, documentation and initial Google Analytics information. The work used an Agile development approach and considered how a digital profile could support brand awareness. [05]



Figure 5. Photograph accompanying the university news account of the Amelia Farm website research; it illustrates the reported academic project.

Documented outputs and SDG relevance

The evidenced contribution is an applied student research project addressing a local enterprise's digital presence. It is relevant to technological upgrading and enterprise support under targets 8.2 and 8.3. Although the news describes improved visibility and interaction, it does not provide comparable numeric traffic, customer conversion or revenue results.

Evaluation and follow-up

Further evaluation should distinguish visitors from customers and brand recognition from sales. A practical follow-up would check whether the business can update content independently, maintain hosting and respond to enquiries. Research findings should be reviewed alongside the enterprise owner's experience of operating the website.

Retain the thesis, assessment record, website address and dated screenshots, owner consent and anonymised analytics exports. Explain the observation period and traffic definitions before reporting change. The news gives an unclear weekday/date for the examination, so that date is not asserted here.

7. International work-related learning

River Forest Leisure Farm, Taiwan | News: 19 November 2025

Activity and university contribution

UMS Rappang reported first-day monitoring of international internships involving students from several faculties. One host was River Forest Leisure Farm in Dongshan, Yilan, Taiwan. Reported tasks included animal care, aquaculture maintenance and water-quality work, restaurant service and kitchen operations. Monitoring addressed adaptation, discipline, initial tasks and student comfort, with an emphasis on learning professional procedures. [06]



Figure 6. Photograph accompanying the university report on international internship monitoring in Taiwan.

Documented outputs and SDG relevance

The account supports an international practical-learning and supervision case. It is relevant to preparation for productive work, but is not evidence that participants obtained permanent employment. The news does not disclose a complete participant total, pay, working hours, insurance coverage or placement contract terms.

Evaluation and follow-up

Quality evaluation should combine skills assessment with student welfare. Host feedback and practical rubrics can establish learning, while confidential student feedback can identify excessive workload or unsuitable tasks. Monitoring a placement should be supported by a clear route for raising concerns and a documented response process.

Retain agreements, individual learning plans, supervisor assessments and completion records. Separately verify induction, accommodation, insurance, hours, compensation where applicable and emergency contacts. These records are necessary before making claims about safe and decent placement conditions under target 8.8.

8. Agribusiness skills in the workplace

Bulog Sidrap | News: 26 February 2025

Activity and university contribution

Agribusiness interns took part in grain-quality laboratory activities at Bulog's Sidrap branch. The account names Resky Nurdin and Riska Muliana and describes sampling and analysis of moisture, damaged grains and other quality characteristics. The activity connected academic learning with quality control and the relationship between grain standards and pricing. [07]



Figure 7. Photograph accompanying the university account of Agribusiness interns undertaking grain-quality laboratory learning.

Documented outputs and SDG relevance

The documented output is participation in a technical workplace-learning activity. Its relevance to SDG 8 lies in occupational skills and understanding an agricultural value chain. The two students are named participants, not a verified total for all university internships. Completion, certification and subsequent employment are not established by this article.

Evaluation and follow-up

A practical assessment could require interns to explain sampling procedures, interpret test results and document the reasons for a quality decision. Supervisor sign-off would offer stronger evidence of competence than a photograph or participant impression. Any analysis of workplace safety would need the host's induction and laboratory guidance.

Retain placement letters, learning objectives, attendance, anonymised laboratory exercises and supervisor rubrics. Graduate tracking should later identify whether participants entered relevant employment, continued studying or pursued enterprise activities, using a consistent follow-up interval.

9. Employment practices and decent work

A university's contribution to SDG 8 includes its responsibilities as an employer and purchaser of services. The activity sources reviewed here do not provide sufficient evidence to assess the university's complete employment practices. This section therefore specifies the institutional evidence needed for a balanced account; it does not assert that a policy is absent or that a breach has occurred.

Review area	Evidence needed for institutional reporting
Pay and equal treatment	Approved pay framework, relevant benchmarks, anonymised payroll checks and a documented method for reviewing pay differences.

Review area	Evidence needed for institutional reporting
Employment conditions	Contract types, benefits, working-time arrangements and accessible procedures explaining employee rights and responsibilities.
Inclusion and progression	Recruitment and promotion procedures, reasonable accommodation arrangements and appropriately disaggregated workforce information.
Worker representation and voice	Policies and records showing representation, consultation, complaints, appeals and protection against retaliation.
Safe working environments	Risk assessments, induction, training, incident records and follow-up actions covering relevant university workplaces.
Suppliers and outsourced services	Contract conditions and review records addressing labour standards in outsourced work and purchased services.
Student placements	Written learning and welfare arrangements, responsible supervisors, reporting routes and host monitoring.

Responsible presentation of results

Use aggregated employment information and remove personal identifiers from public evidence. Define the covered workforce clearly, including treatment of part-time, temporary and outsourced workers. Any reported rate needs a stated numerator, denominator and period. A policy document and a record of implementation answer different questions and should be presented together.

Connection with the activity cases

Enterprise training can expand capability while leaving income insecure. Internships can build skills while still requiring careful welfare oversight. A fuller SDG 8 report should therefore evaluate both opportunities created and the quality of the working conditions associated with them.

10. Measurement framework and evidence gaps

The following indicators are proposed for subsequent institutional validation. They are not 2025 results or approved targets. The seven cases are a count of accounts in this report, not a complete count of programmes, partners or beneficiaries.

Indicator	Definition and supporting record	2025 status
Supported enterprises	Distinct business or group identifiers with dated assistance logs; avoid counting repeat sessions as new enterprises.	No consolidated total verified
Training participation	Unique participants and attendance per activity, with consented disaggregation where appropriate.	No university-wide total verified

Indicator	Definition and supporting record	2025 status
Business continuation	Supported enterprises still operating at a defined follow-up date, with evidence of continued activity.	Not measured in reviewed news
Business performance	Revenue, operating costs and net surplus over comparable periods, verified with partner records.	No quantified change established
Employment outcomes	New and retained paid roles, full/part-time status and duration; distinguish jobs from training places.	No job-creation total established
Placement completion	Completed placements divided by starters in the same cohort, with completion and assessment records.	Not calculable from the sources
Graduate destinations	Relevant employment, self-employment or further study at a fixed follow-up interval, with response rate.	Not established
Work quality	Pay review coverage, safety training, incidents and complaint handling using approved definitions.	Institutional records needed

Evaluation design

Collect a baseline before assistance where feasible. Review immediate outputs at completion and follow up after a suitable period, such as three or six months. Compare like-for-like measures and record external influences, including seasonal demand. Reported change should not automatically be attributed entirely to university support.

Aggregation rules

Use a single identifier for each partner and separate registers for individuals and enterprises. Where the same programme contributes to several SDGs, describe the links but do not duplicate its participants in a combined institutional total. Financial information should specify currency, period and whether values represent revenue, expenditure or surplus.

11. Recommended actions and accountability

These actions are proposed for institutional consideration. They describe a route to stronger evidence and future improvement, rather than commitments already approved or work already completed.

Priority	Proposed action	Suggested responsible function
Validate the 2025 record	Confirm dates, university roles, participant records and programme outputs with each activity owner.	Relevant study programmes and community service coordination
Consolidate enterprise evidence	Create a partner register and collect mentoring outputs, product records and consented follow-up data.	Community service and entrepreneurship functions

Priority	Proposed action	Suggested responsible function
Assess practical learning	Use common learning plans, supervisor assessments and completion records across placements.	Academic and internship coordination
Review placement welfare	Check host agreements, induction, welfare contacts, feedback and response arrangements.	Internship and international cooperation functions
Review employment evidence	Assemble approved policies and implementation records covering pay, inclusion, representation and safe work.	Human resources and relevant management functions
Approve and publish	Review facts and image permissions, approve the report and publish it with an actual release date.	Institutional leadership and reporting coordinator

Institutional review process

Each activity owner should confirm its account and supply any corrections before approval. The reporting coordinator should reconcile dates and duplicate partners, retain stable evidence copies and document which claims are supported. Approval should identify the version released and the person or body authorising publication.

Overall assessment

The selected 2025 evidence demonstrates engagement in enterprise capability and work-related learning. The strongest basis for future reporting is to connect these activities with verified follow-up: business use of new tools, demonstrated student competence, employment destinations and the quality of working conditions. Until those records are assembled, the report should remain precise about activities and restrained about economic impact.

12. Evidence and photograph register

The following links provide the source text and accompanying image for each case. Original Indonesian titles are retained to support retrieval. All sources were accessed on 29 October 2026.

[01] Penguatan Kapasitas dan Optimalisasi BUMDes Lise, Mahasiswa KKN UMS Rappang Lakukan Intervensi Ilmiah. UMS Rappang website, 23 July 2025. Read evidence

[02] KWT Setia Mekar Desa Karrang Kembangkan Inovasi Produk Olahan Susu Berbasis Teknologi Digital. UMS Rappang website, 15 September 2025. Read evidence

[03] KKN Unhas Gaet Halal Center UMS Rappang Sosialisasikan Pentingnya Produk Halal. UMS Rappang website, 5 August 2025. Read evidence

[04] Snack Box on Demand, Strategi Cerdas Mahasiswa Kuliner UMS Rappang. UMS Rappang website, 21 April 2025. Read evidence

[05] Mahasiswa UMS Rappang Kaji Peningkatan Brand Awareness UMKM melalui Website Berbasis WordPress. UMS Rappang website, 25 July 2025. Read evidence

[06] Rektor UMS Rappang Tegaskan Esensi Magang Internasional Harus Tumbuhkan Growth Mindset. UMS Rappang website, 19 November 2025. Read evidence

[07] Mahasiswa Magang Prodi Agribisnis UMS Rappang Ikuti Uji Lab Kualitas Gabah di Bulog Sidrap. UMS Rappang website, 26 February 2025. Read evidence

[08] United Nations Department of Economic and Social Affairs. Goal 8: targets and indicators

Photograph provenance and interpretation

Figures 1–7 reproduce the main images associated with source pages [01]–[07], respectively, without generating replacement imagery. Each figure has its own source link and descriptive caption. These images illustrate the reported activity; they do not independently verify participant totals, business results or employment conditions. The KWT image is reproduced as supplied by the news page.

Source attribution and preservation

Several official university pages credit external news reporting, including Katasulsel for the Lise account, Pikiran.id for the halal outreach, TOPNEWS1 for the snack-box project and Ajatappareng Online for the Bulog activity. Preserve these credits when republishing evidence and confirm image reuse permissions through the university. Retain dated source copies because online pages can change.

SDG 9 Industry Innovation and Infrastructure

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented activities in 2025 show practical contributions to technology development, technical learning and knowledge transfer. This report presents eight cases covering student engineering, agricultural technology demonstrations, community production methods, shared laboratory learning, digital skills, enterprise assistance and research publication. The strongest available evidence concerns activities and early outputs; it does not establish large-scale industrial adoption or university-wide infrastructure performance.

Contribution	Evidence covered
Practical technology development	Feed-chopper prototype and rice-planting technology presentation
Local production and demonstration	Campus agricultural plot and BSF cultivation demonstration
Technical capacity and knowledge exchange	Laboratory collaboration, CAI and IoT training, and DIGITEK publication
Small enterprise support	Digital marketing, product development and production equipment assistance

Purpose and intended use

The report supports institutional SDG reporting through a traceable account of university roles, partners, activities and outputs. Each case contains an authentic image from its source page and a direct evidence link. The evaluation sections explain what further records would establish technology performance, sustained use and wider benefit.

Reporting status

The reporting year identifies the activity period. This document was prepared in 2026 and requires institutional validation and approval before release. Its preparation does not demonstrate that a progress report was published during 2025.

Scope and evidence approach

The report draws on eight accounts published on the official university website during 2025, supported by the original DIGITEK issue record and the United Nations SDG framework. Several university pages reproduce external news reporting. It is a selected evidence review and does not cover every university research project, facility or enterprise relationship.

Rules used in preparing the report

1. Separate the activity date from the news publication date. Where no event date is stated, only the publication date is given.
2. Distinguish development, demonstration, training, adoption and commercialisation. These stages require different evidence and cannot be treated as equivalent.
3. Use participant numbers only with their original activity and unit. Do not combine teachers, authors, prototypes and enterprises into a single beneficiary total.
4. Treat expected savings and possible market opportunities as intentions unless comparative measurements or transaction records are available.
5. Use the actual publication date of this report. Activities in 2026 are excluded from the 2025 record.

Relationship to SDG 9

The mapping below is an interpretation of thematic relevance. It does not measure attainment of national or global UN indicators. The target descriptions have been condensed for this institutional context. [10]

Target direction	Relevant contribution and boundary
9.3 Small enterprise value chains and markets	Digital product and marketing assistance is relevant; credit access and manufacturing value added are not measured.
9.4 Resource efficiency and cleaner production	Agricultural and biological demonstrations offer potential pathways; no verified emissions or resource savings are claimed.
9.5 Research and technological capability	Student prototypes, laboratory learning and publications support capacity building; R&D expenditure and researcher FTEs are unverified.
9.b Domestic technology and innovation	Locally focused development and knowledge transfer support this direction without establishing national industrial change.

The reviewed material does not establish road or transport infrastructure outcomes under target 9.1, or mobile network coverage under target 9.c. Digital training is not a measure of internet coverage.

Developing a feed chopper prototype

Animal Husbandry programme | News published 24 July 2025

Activity and university contribution

Second-semester Animal Husbandry students designed and built a simple feed-chopping prototype for an Industrial Physics final project. Under lecturer Armayani M., students worked on design, power and efficiency calculations, selection of affordable local materials and functional testing. The intended application was chopping rough feed materials such as straw, maize stems and other forage residues. [01]

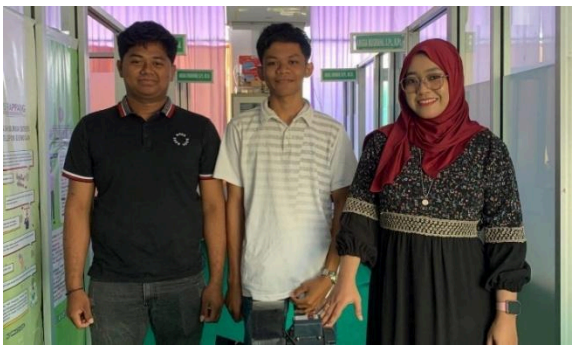


Figure 1. Source photograph associated with the university account of the feed-chopper prototype project.

Documented output and SDG relevance

The source establishes a reported student-built prototype and practical development work. It supports technological capability and locally relevant innovation under targets 9.5 and 9.b. Further refinement and trials with partner farmers were described as planned, so they are not counted here as completed adoption.

Evaluation and supporting records

The next evalja farmer should have a dated handover and follow-up record. A prototype is not evidence of a granted patent, a licensed product or a university spin-off.

Presenting rice planting technology

Agribusiness programme and P4S Laskar Pelangi | News published 7 March 2025

Activity and university contribution

Agribusiness student Muhammad Salman Al Farizy As Sise presented a modern rice-planting tool at P4S Laskar Pelangi. The account describes a presentation on mechanised planting and discusses operation at different farm scales. It identifies more consistent spacing and reduced labour time as intended benefits and describes interest from participants, including vocational school learners and agricultural business actors. [02]



Figure 2. Photograph accompanying the university news report on the rice-planting technology presentation.

Documented output and SDG relevance

The evidenced contribution is technology communication and an introduction to agricultural mechanisation. It is relevant to domestic technological capability and the potential upgrading of production processes. The account does not establish the tool's intellectual property ownership, manufacturing volume, number of adopting farms or sustained field performance.

Evaluation and supporting records

The article includes a numerical time-saving statement, but no comparative trial design or dataset. This report therefore does not use that figure as a verified result. Performance evaluation should specify field conditions, planting area, operators, equipment settings and the manual comparison before estimating savings.

Retain the event agenda, presentation, equipment identification and training record. Follow-up trials should record time per unit area, planting consistency, operating cost and farmer usability. Wider distribution and manufacturing employment remain prospective unless supported by dated production and sales records.

Creating a campus agricultural demonstration plot

HIMAGRI student association | News published 19 February 2025

Activity and university contribution

The Agribusiness student association, HIMAGRI, reported work on previously unused campus land near the Faculty of Social and Political Sciences. The account describes use of a mini tractor for soil preparation and sprinkler irrigation. Students were guided by the Agribusiness programme, with the intention of developing the area into a demonstration garden. [03]



Figure 3. Photograph associated with the university report on HIMAGRI's campus agricultural plot.

Documented output and SDG relevance

The record supports practical use of agricultural equipment in a campus learning environment. The proposed public demonstration role was a future development in the source and is not treated as an established public facility. The project offers a pathway to technical learning and resource-efficiency investigation rather than proof of infrastructure resilience.

Evaluation and supporting records

A useful evaluation would establish the plot boundary, irrigation arrangement, crop calendar and responsibility for maintenance. Water-use efficiency should be tested through metering or a documented volume estimate alongside crop outputs. Sprinkler installation alone cannot establish reduced water consumption.

Retain a site plan, equipment records, dated progress photographs and student practical logs. If community access is later offered, document the access arrangements and visits. Record breakdowns, repair costs and seasonal performance to determine whether the site provides reliable learning infrastructure.

Demonstrating BSF cultivation for local production

KKN PMM in Kulo village | Activity 27 July 2025 | News published 5 August 2025

Activity and university contribution

KKN PMM students delivered a Black Soldier Fly larval cultivation demonstration at a community member's premises in Kulo village. Agrotechnology student Aldhy Iskandar guided the activity. The account describes education on preparing the cultivation enclosure, breeding, maintenance and harvesting, with larvae presented as an alternative feed resource linked to the use of organic waste. [04]



Figure 4. Photograph accompanying the university account of the BSF cultivation demonstration in Kulo.

Documented output and SDG relevance

The documented output is a local demonstration and knowledge-transfer activity. Its relevance to SDG 9 is the introduction of an accessible production method and a potential resource-recovery pathway. The source does not quantify waste diverted, feed produced, costs saved or continued operation after the event.

Evaluation and supporting records

Follow-up should assess technical feasibility before claims of scale or savings. A production log could track organic inputs, survival, harvest mass and the uses of the resulting material. Compare operating requirements with available local skills, space and materials. Environmental benefit requires evidence about the inputs actually processed and the alternative waste-management route.

Retain demonstration materials, attendance, enclosure specifications and a partner follow-up record. Production and resource-efficiency figures should use clearly defined units and periods. Any analysis of feed quality or suitability needs appropriate testing and should not be inferred from general descriptions in the news.

Accessing laboratory learning through collaboration

Agricultural Product Technology programme and UNHAS | Reception 11 February 2025

Activity and university contribution

UMS Rappang reported the reception of Agricultural Product Technology students at the Feed Chemistry Laboratory, Faculty of Animal Husbandry, Universitas Hasanuddin, on 11 February 2025. The article, published the following day, described a planned internship with lecturer and laboratory-staff supervision. Intended learning covered proximate analysis, moisture, ash, fat, fibre and protein, alongside laboratory techniques and equipment use. [05]



Figure 5. Photograph accompanying the university report on students entering the partner laboratory placement.

Documented output and SDG relevance

The evidence establishes the start of a collaborative laboratory placement and its intended technical scope. It illustrates access to a partner's scientific facilities and a route to analytical capability under target 9.5. It does not establish that UMS Rappang owns that laboratory, or that every planned procedure was completed.

Evaluation and supporting records

Assessment should connect the placement with demonstrated competence. Students could prepare sample-handling records, explain analytical calculations and interpret results under supervision. Laboratory quality assurance and induction should be documented separately from participation. A later completion record is needed to confirm the actual duration and results.

Retain placement letters, the agreed learning plan, laboratory access and safety induction records, student logs and supervisor assessments. Any samples or datasets used publicly should be appropriately anonymised and approved. Do not present an announced placement as a completed research project or an industrial service contract.

Transferring digital technology knowledge to teachers

SMAN 1 Sidrap | Activity 24 July 2025 | News published 29 July 2025

Activity and university contribution

A UMS Rappang research and community service team delivered training to 52 teachers at SMAN 1 Sidrap. Led by Rustam Efendy Rasyid, the activity addressed Computer Assisted Instruction and Internet of Things approaches for higher-order thinking skills. The account describes theory, practical exercises and simulations for technology-supported teaching materials. [06]



Figure 6. News image accompanying the university page on CAI and IoT training for SMAN 1 Sidrap teachers.

Documented output and SDG relevance

The evidence supports a technology knowledge-transfer activity with a reported attendance of 52 teachers. It contributes to digital capability, with a strong cross-link to SDG 4. Its relationship to SDG 9 concerns the diffusion of technological knowledge; it is not evidence of new broadband infrastructure or measured connectivity improvements.

Evaluation and supporting records

Follow-up should examine whether teachers used the methods in lessons and whether they could maintain or adapt the materials. Record a sample of teacher-created outputs and assess them against an agreed rubric. Attendance and positive feedback should be distinguished from demonstrated skill and classroom implementation.

Retain the signed attendance list, agenda, training materials, practical tasks and follow-up examples. If IoT devices were used, record their purpose and configuration. Any claims about improved student learning require a suitable assessment design, rather than being inferred from teacher participation.

Supporting digital innovation in local enterprises

Community service supported by BIMA 2025 | News published 4 November 2025

Activity and university contribution

A UMS Rappang community service team reported training on digitalisation and product innovation for marketplace competitiveness. Afrillia Cahyani led the activity, with Rahman Yakub contributing material on digital marketing, branding and marketplace promotion. The account describes practical sessions and the handover of production tools and materials to community partners. [07]



Figure 7. Photograph associated with the university report on BIMA-supported digitalisation and product innovation.

Documented output and SDG relevance

The documented contribution combines knowledge transfer with production support. It is relevant to small-enterprise integration into markets under target 9.3 and to locally relevant innovation under target 9.b. The article does not specify a complete beneficiary total, itemised equipment quantities or verified sales after the intervention.

Evaluation and supporting records

Evaluation should determine whether partners continue using the tools and can independently maintain product listings. Assess whether the equipment addresses a production bottleneck and whether its operating costs are manageable. Online visibility, customer enquiries, confirmed sales and profitability should be tracked as separate stages.

Retain the grant and activity records, partner identities, training materials and signed equipment handover. A follow-up should compare product quality, output and market use using the same definitions before and after assistance. The grant programme label does not by itself establish funding value or expenditure.

Publishing student research in digital technology

DIGITEK Volume 1 Number 1 | Issue published 25 August 2025

Activity and university contribution

University news published on 4 September 2025 highlighted Digital Business students' involvement in the first issue of DIGITEK. The account names seven students and describes academic writing guidance. The original issue record confirms publication on 25 August 2025 and lists five articles covering agricultural IoT, smart homes, UI and UX methods, e-commerce stock recommendations and Instagram marketing. [08, 09]



Figure 8. Source image accompanying the university news item on student participation in the first DIGITEK issue.

Documented output and SDG relevance

The issue documents a scholarly dissemination output. It supports research learning and the exchange of knowledge relevant to target 9.5. Several contributions are literature reviews, which synthesise prior work; publication does not demonstrate deployment of an IoT system or commercial use of a digital product.

Evaluation and supporting records

A useful institutional review would map which authors and outputs belong to UMS Rappang, retain persistent article links and record subsequent use of the findings. Publication counts, research quality and external application answer different questions. The issue's five articles should not be treated as five university inventions or as a complete annual research total.

Retain the issue metadata, article PDFs, authorship affiliations and assessment or supervision records. If publication leads to a prototype, enterprise collaboration or a deployed service, document that later stage independently. Citation or usage figures should state the database and retrieval date.

Infrastructure and research performance review

SDG 9 reporting should connect individual activities with a clear account of the university's research resources, partnerships and infrastructure. The reviewed news establishes selected uses of technology and partner facilities. It is insufficient to measure the condition, capacity or accessibility of all university assets.

Reporting area	Current evidence position	Additional records needed
Research capacity	Projects and learning activities are documented; institutional R&D totals are unavailable.	Research staff FTEs, funding awards, actual expenditure and project register.
Infrastructure and reliability	Selected agricultural equipment and partner laboratory access are described.	Asset inventory, ownership, condition, access rules, maintenance and downtime.

Reporting area	Current evidence position	Additional records needed
Technology transfer	Demonstrations, training and equipment assistance are recorded.	Agreements, partner acknowledgements, adoption records and follow-up outcomes.
Industry relationships	The cases concern community and technical learning partners; industry income is not established.	Defined industry contracts, deliverables and verified income by reporting period.
Intellectual property and enterprise	Prototype work is documented; no patent or spin-off total is established.	Granted IP records, ownership, licences and separately verified company information.
Digital inclusion	Training is reported, with no institutional connectivity performance series.	Network coverage, uptime, accessible services, costs and user access evidence.

Resilience and equitable access

An infrastructure review should examine how equipment and services remain usable during disruption, who can access them and what arrangements cover repairs or replacement. Ownership and location matter: a placement at a partner laboratory demonstrates access through collaboration, not new university construction or a university-owned asset.

Limits of the available record

No institutional manufacturing value-added, transport infrastructure, mobile coverage or industrial emissions result is calculated here. Missing evidence does not establish that activities or policies are absent; it identifies the records needed for a defensible performance assessment.

Measurement framework for innovation outcomes

The measures below are proposed for future validation. They are not reported 2025 achievements or approved targets. Eight cases and eight source images describe the coverage of this document, rather than an institutional programme or beneficiary total.

Measure	Definition and verification	2025 position
Prototype development	Unique designs with dated specifications, functional test results and a development-stage record.	One feed-chopper case documented; no annual total
Technology adoption	Distinct users or partners using a technology after a defined follow-up, verified by logs or observation.	Not consolidated
Technical performance	Throughput, accuracy, energy or water per output unit under stated test conditions.	Comparative datasets not supplied

Measure	Definition and verification	2025 position
Training and skills	Attendance kept separate from assessed competence and subsequent use.	52 teachers reported in one case
Research outputs	Affiliation-verified publications and unique persistent identifiers; separate reviews from original studies.	A 2025 DIGITEK issue verified
Enterprise results	Verified market use, product quality, output, revenue and costs over comparable periods.	No measured change established
R&D resources	Actual expenditure and research staff FTEs using approved institutional definitions.	Institutional data required
Infrastructure performance	Operational availability, access, maintenance and repair measures for defined assets.	No annual series verified

Following the development pathway

Record the problem addressed, the design or method developed, testing, user feedback and subsequent adoption. Each stage should have a date and an owner. Claims about scale require distinct user or site counts; repeated visits to one site should not be counted as separate adoptions.

Comparability and attribution

Use a baseline, a defined observation period and comparable operating conditions. Record other changes that could influence results, such as crop season, prices or new equipment. Report change cautiously where university support is one of several influences. Use consented, aggregated partner data for public reporting.

Recommended actions and institutional review

These recommendations describe how the university could strengthen the evidence and assess results. They are proposed actions, not statements of approved commitments or completed implementation.

Priority	Proposed action	Suggested coordinating function
Validate the activity record	Confirm roles, dates and outputs with programme leaders and community partners.	Relevant study programmes and community service coordination
Document technology readiness	Collect specifications, functional tests and independent user feedback before claiming adoption.	Project supervisors and relevant technical teams
Measure sustained use	Follow up partner use of production tools, cultivation methods and digital marketing.	Community service and partner liaison functions

Priority	Proposed action	Suggested coordinating function
Consolidate research evidence	Verify affiliations, publication metadata, funded projects and actual R&D resources.	Research and publication coordination
Review infrastructure	Create a consistent record of asset ownership, access, maintenance and reliability.	Facilities and relevant academic units
Prepare public release	Resolve source ambiguities, review image permissions and approve an accurate version.	Institutional leadership and SDG reporting coordinator

Evidence package for each activity

A useful package contains the activity brief, assignment or agreement, attendance or partner confirmation, technical materials, dated photographs, outputs and a follow-up assessment. Keep source metadata with the material so that the activity can still be verified if an online page changes. Technical claims should link to test records rather than only a news story.

Overall assessment

The 2025 record shows student and staff engagement in applied technology, scientific learning and community knowledge transfer. It provides a sound activity narrative for SDG 9. Stronger outcome reporting would connect these contributions with measured technical performance, continued partner use and verified research and infrastructure resources.

Approval and publication

The university should validate the account with responsible units before approval. Public release should identify the reporting period, the actual publication date and the approved version. Additional evidence may support an updated report without changing the original dates of the activities.

Evidence and photograph register

Original Indonesian titles are retained to support retrieval. All links were accessed on 29 October 2026. Figures 1 to 8 correspond to sources [01] to [08].

[01] Mahasiswa Semester 2 Universitas Muhammadiyah Sidenreng Rappang Rancang Mesin Pencacah Pakan. UMS Rappang website, 24 July 2025. Read evidence

[02] Mahasiswa Agribisnis Perkenalkan Alat Penanaman Padi Modern. UMS Rappang website, 7 March 2025. Read evidence

[03] Inovasi Mahasiswa Agribisnis Lahan Kosong Disulap Jadi Kebun Percontohan dengan Teknologi. UMS Rappang website, 19 February 2025. Read evidence

[04] Mahasiswa KKN PMM UMS Rappang Kenalkan Inovasi Demplot Kandang Maggot di Desa Kulo. UMS Rappang website, 5 August 2025. Read evidence

[05] Mahasiswa THP UMSR Siap Menghadapi Tantangan di Dunia Kerja. UMS Rappang website, 12 February 2025. Read evidence

[06] UMS Rappang Latih Guru SMAN 1 Sidrap Penerapan CAI dan IoT Berbasis HOTS. UMS Rappang website, 29 July 2025. Read evidence

[07] PKM UMS Rappang Gelar Kegiatan Hibah BIMA 2025 Dorong Digitalisasi dan Inovasi Produk Lokal. UMS Rappang website, 4 November 2025. Read evidence

[08] Karya Mahasiswa Bisnis Digital UMS Rappang Hiasi Edisi Perdana Jurnal DIGITEK. UMS Rappang website, 4 September 2025. Read evidence

[09] DIGITEK Volume 1 Number 1, August 2025. Published 25 August 2025. Original issue and article links

[10] United Nations Department of Economic and Social Affairs. Goal 9 targets and indicators

Image provenance and source attribution

The images are reproduced from the main images attached to the corresponding university news pages. No replacement activity photographs were generated. Some source images contain publisher branding or composite news formatting, retained as part of the original. A photograph illustrates the reported activity and does not independently establish technical performance or participation totals.

University pages credit external reporting including Infobuzzpress for the feed chopper, Ajatappareng Online for agricultural activities, Pelopornews for the laboratory placement and Kabar Zodiac for teacher training. Preserve these credits and confirm image reuse permissions before publication. Retain dated source copies for institutional verification.

SDG 10 Reduced Inequalities

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's publicly documented contributions to reduced inequalities in 2025 include disability-inclusive practical learning, information on financial assistance, access pathways to higher education, learning resources for a remote school and women's enterprise skills. This report brings together seven evidence cases and a programme-level student-support description. The evidence is strongest for provision and outreach; it does not establish a measured reduction in income inequality or institutional gaps in educational outcomes.

Area	Evidence covered
Disability inclusion	Practical training at SLB Mapilli and a 2025 ADiK Difabel scholarship announcement
Access to higher education	KIP Kuliah information in Enrekang and prior learning recognition in Agrotechnology
Geographical barriers	Digital English learning resources for SMPN Satap 8 Maiwa
Economic participation	Women's enterprise development in Karrang and practical skills in Polewali

Purpose and use

The report explains what was reported, which barriers the activities seek to address and what additional records would establish results. It includes six source photographs and one original scholarship poster, each with a caption and clickable evidence link. Source-based descriptions are distinguished from analytical interpretation and proposed follow-up.

Reporting status

This report covers 2025 activities and announcements and was prepared in 2026. Factual review and institutional approval are needed before public release. The reporting year must not be used to imply that this document was published during 2025.

Scope and relationship to SDG 10

The review covers selected university news, two contemporary Narasi Rakyat reports and an official Agrotechnology student-services page. It is not a complete assessment of university admissions, student demographics, employee equality or campus accessibility. Several university articles reproduce external reporting, as identified in the source register.

How the evidence is assessed

1. Separate announcements, admission pathways, delivered activities and measured outcomes. A scholarship notice does not demonstrate an award or disbursement.
2. Use activity dates where stated and otherwise identify the news publication date. Avoid including 2026 activities in the 2025 record.
3. Do not infer income, disability, ethnicity or other personal characteristics from a photograph or from participation in a community group.
4. Keep applicants, recipients, teachers, learners, households and enterprises as separate units. Repeat participation must not inflate unique totals.
5. Interpret an inclusion pathway as an opportunity to reduce barriers, while assessing actual access and outcomes through additional records.

Relevant UN target directions

Target 10.2 concerns social, economic and political inclusion across personal and socioeconomic characteristics. Target 10.3 concerns equal opportunity, discriminatory practices and unequal outcomes. These provide the main thematic links for the cases in this report. [09]

Target	Interpretation for this report
10.2 Inclusion	Disability-inclusive learning, scholarship information, remote-school resources and economic skills are potential pathways to wider participation.
10.3 Equal opportunity	Access pathways and support may help address barriers. Evidence of implementation and outcome gaps is needed to assess institutional equality.
10.1 Income distribution	No bottom-40-percent population definition or comparable income series is available; income-distribution progress is not calculated.
10.4 Social protection and equality	Scholarship access has a supporting connection to financial inclusion in education, but does not measure fiscal redistribution or wage policy.

The report does not claim attainment of the UN indicators or coverage of every SDG 10 target. Links were accessed on 29 October 2026.

Practical learning with students at SLB Mapilli

Culinary Arts Education | Activity 27 to 28 October 2025 | News 1 November 2025

Reported contribution

Damayanti Trisnasari, head of the Culinary Arts programme, delivered basic cake-making and simple decoration training for teachers and students at SLB Mapilli in Polewali Mandar. The programme used accessible ingredients and practical stages from measuring and mixing to baking and decoration. Teachers accompanied the learners, and the account describes a simple, enjoyable learning approach. [01]



Figure 1. Photograph accompanying the university report on the culinary skills activity at SLB Mapilli.

Inclusion pathway and evidence limits

The source documents practical educational participation in a special-school setting. It is relevant to disability inclusion under target 10.2 and equal learning opportunity under target 10.3. The account does not provide an attendance total, an assessment of individual support needs or measured changes in independence or employment.

Evaluation and supporting records

Follow-up should examine whether learners could participate meaningfully and repeat tasks with suitable support. Assessment should reflect each learner's goals, with the school guiding appropriate communication and practical adaptations. Participation, enjoyment and demonstrated skill are different results and should be recorded separately.

Retain the school invitation, activity plan, consent and attendance arrangements, adapted materials and teacher feedback. A practical skills rubric and subsequent classroom use would strengthen the record. Any public image use should preserve dignity and follow the school's permission arrangements.

Communicating disability scholarship opportunities

ADiK Difabel 2025 | Narasi Rakyat report published 28 September 2025

Reported contribution

A contemporary Narasi Rakyat report records UMS Rappang sharing information about the 2025 ADiK Difabel scholarship. The accompanying university-branded poster identifies an application route through scholarship operators and a historical deadline of 8 October 2025. The notice concerns an affirmative higher-education funding opportunity for students with disabilities. [02]



Figure 2. Original ADiK Difabel 2025 poster reproduced in the Narasi Rakyat article; this is an announcement image.

Inclusion pathway and evidence limits

The evidence stage is scholarship information and an application opportunity. It supports an access pathway relevant to target 10.2, but does not identify the number of eligible university applicants, successful awards or disbursements in 2025. The poster is an announcement, not a photograph of recipients.

Evaluation and supporting records

A useful evaluation would follow the application journey from enquiry to a complete application and a verified award. It should examine whether information and administrative help were accessible to intended applicants. Any support for completing forms should be recorded without publishing sensitive medical or identity documents.

Retain the original notice, application guidance, operator assistance logs and the relevant 2025 award records. Confirm funding and recipient figures through authorised institutional records. The historical deadline reproduced here is evidence of the 2025 notice and is not current application advice.

Explaining financial assistance to prospective students

BEM FKIP outreach in Enrekang | Activity and report 11 February 2025

Reported contribution

BEM FKIP students carried out admissions and KIP Kuliah information sessions at SMKN 3 Enrekang and SMAN 4 Enrekang in the Maiwa area. Lecturers and English Education students participated, with Sam Hermansyah providing encouragement. The report describes explanations of application procedures, required documents and study programme choices. [03]



Figure 3. Photograph accompanying Narasi Rakyat's account of the Enrekang admissions and KIP Kuliah outreach.

Inclusion pathway and evidence limits

The activity documents outreach addressing information barriers to financial assistance and higher education. Its link to SDG 10 is the potential to widen access for prospective learners facing financial constraints. The source does not establish participants' household incomes, scholarship awards or subsequent enrolment.

Evaluation and supporting records

Evaluation should ask whether students understood the next steps and could access help after the session. Track enquiries, applications, admission and awards separately. An information event can improve awareness without resolving every barrier, such as transport, documentation, digital access or continuing living costs.

Retain school confirmations, presentation materials and an activity record. With appropriate consent, follow up prospective applicants and record reasons for incomplete applications. Do not infer that all attendees are economically disadvantaged or that attending a session guarantees funding.

Developing learning resources for a remote school

SMPN Satap 8 Maiwa, Enrekang | News published 31 July 2025

Reported contribution

A UMS Rappang team led by Sam Hermansyah presented research on digital English learning media at SMPN Satap 8 Maiwa. Five English Education students supported the work. The source describes needs-based development that considered limited internet connectivity and devices, along with teacher discussion of the media's strengths, limitations and further development. [04]



Figure 4. Photograph associated with the university report on digital English learning research at SMPN Satap 8 Maiwa.

Inclusion pathway and evidence limits

The evidence concerns research dissemination and a school trial context intended to address geographical and digital learning barriers. This supports the inclusion direction of target 10.2, with a strong link to SDG 4. The article's positive headline is not treated as a verified estimate of improved language proficiency.

Evaluation and supporting records

Assessment should test whether the resources function under the school's actual conditions and whether different learners can use them. Device sharing, connectivity, teacher support and accessible content formats should be considered. Learning assessment needs a defined method and comparable observations rather than an assumption that digital provision closes a gap.

Retain the needs assessment, media files, school agreement, trial protocol and teacher feedback. Any claim about closing an attainment gap should identify the comparison group, assessment period and baseline. Wider replication remains prospective unless documented separately.

Opening a pathway through prior learning recognition

Agrotechnology programme | News published 31 July 2025

Reported contribution

The Agrotechnology programme announced a diploma-to-bachelor route through Rekognisi Pembelajaran Lampau, or recognition of prior learning. The announcement followed evaluation and assessment support with LLDIKTI Region IX on 15 July 2025. It identifies D1, D2 and D3 graduates as prospective applicants and describes portfolio assessment and possible recognition of prior course credits. [05]



Figure 5. Photograph accompanying the university news account of the Agrotechnology prior learning recognition pathway.

Inclusion pathway and evidence limits

The documented output is an announced progression pathway with an assessment mechanism. It may widen opportunities for people with previous tertiary learning. The source does not establish how many applicants enrolled, which credits were recognised or whether participants came from underrepresented backgrounds.

Evaluation and supporting records

The pathway's relationship to reduced inequalities depends on who can use it and what barriers it removes. Review application requirements, information access, assessment consistency and costs. Recognition should be evidenced through individual assessment decisions rather than interpreted as an automatic reduction in study time or fees.

Retain the approved procedure, assessment rubrics, admissions records and credit decisions. Compare application, admission and continuation patterns using suitable group definitions and consented data. A pathway announcement alone cannot demonstrate a reduction in an access or completion gap.

Supporting women in a rural enterprise group

KWT Setia Mekar, Karrang, Enrekang | News published 15 September 2025

Reported contribution

UMS Rappang lecturers and students worked with KWT Setia Mekar on milk-product development, packaging, financial management and digital marketing. The account describes products including milk chips, milk-and-rice ice cream and dangke, as well as an e-commerce application with product, financial-recording and online-transaction functions. [06]



Figure 6. Source photograph accompanying the university article on KWT Setia Mekar's product and digital enterprise development.

Inclusion pathway and evidence limits

The evidence documents enterprise assistance for a women farmers' group. It offers a potential economic-inclusion pathway under target 10.2. It does not establish that members belong to the lowest-income groups, that household income increased or that women gained greater control of enterprise earnings.

Evaluation and supporting records

An inclusion-focused evaluation should examine access to training, device use, decision-making and the distribution of benefits. Check whether members with different literacy levels or time constraints can use the tools. Commercial performance and women's agency should be examined separately, including any additional unpaid workload.

Retain attendance, training outputs, product records and consented application-use data. Partner follow-up should document who performs production and financial tasks and how proceeds are managed. Compare costs and net surplus over equivalent periods before reporting economic change.

Expanding practical skills for women in Polewali

Culinary Education KKN programme | News published 28 July 2025

Reported contribution

Culinary Education KKN students delivered training in traditional cake innovation and introductory social-media marketing in Dusun I, Polewali village. The university account reports 30 local women participants. Student Marsyanda guided the cooking demonstration, supported by the field supervisor, village coordinator and local women representatives. [07]



Figure 7. Photograph accompanying the university report on women's culinary and digital marketing training in Polewali.

Inclusion pathway and evidence limits

The activity establishes a reported practical skills opportunity for women in the community. It can support the economic-participation direction of target 10.2. The participant figure belongs to this activity only and does not demonstrate a university-wide inclusion total or identify participants' income levels.

Evaluation and supporting records

Follow-up could assess whether participants practise the techniques, produce for sale or use social media independently. Consider barriers such as device access, caring responsibilities and the cost of ingredients. Business entry, sales and control over earnings should be assessed as separate outcomes rather than inferred from training attendance.

Retain attendance, recipes, training materials and participant feedback. A follow-up record should distinguish personal use from actual commercial activity, and record costs as well as sales. Any statement about reduced household inequality would require additional economic and comparison data.

Student support and institutional inclusion

An official Agrotechnology services page published on 29 August 2025 describes scholarships, counselling and academic guidance. It identifies KIP Kuliah, ADiK Difabel and Lazismu among the support schemes associated with the programme, alongside study planning, personal guidance and support from academic advisers. [08]

This is a programme-level description of provision. It does not establish a university-wide recipient total, expenditure, service usage or measured retention benefit. The page also contains examples from earlier years, so its publication date is not treated as proof that every pictured activity occurred in 2025.

Institutional evidence needed

Area	Records needed to assess implementation
Admissions and access	Approved procedures, accessible application guidance, applicant and enrolment records and consistent definitions of relevant groups.

Area	Records needed to assess implementation
Financial support	Award decisions, distinct recipient registers, disbursement records and appropriate handling of overlapping schemes.
Disability accommodation	Needs assessment, agreed adjustments, accessible materials, implementation records and feedback from students.
Physical and digital access	Campus access audits, facility arrangements, digital accessibility checks and records of improvements.
Equal opportunity and complaints	Approved policies, reporting channels, protection arrangements and aggregated records of responses.
Participation and completion	Cohort-based progression, retention and completion records with clearly defined denominators.

Dignity and participation in evaluation

Students and community partners should help identify barriers and evaluate whether support is useful. Use voluntary self-identification, clear consent and aggregated public reporting. Small-group results may need suppression or careful presentation to avoid revealing individuals. A participant's appearance is not evidence of a disability or a socioeconomic category.

What is not established

The reviewed material does not provide a complete disability service policy, a campus accessibility compliance assessment or a measured discrimination rate. These areas require institutional evidence; absence from the news sources is not proof that a service or policy is absent.

Measurement framework and evidence gaps

The following measures are proposed for institutional review. They are not approved targets or measured 2025 results. The report's seven cases include delivered activities, an announcement and an access pathway; they must not be added into one uniform programme count.

Measure	Definition and evidence	2025 position
Outreach reach	Unique learners reached, by activity and location, supported by attendance or school confirmation.	Two Enrekang schools identified; no consolidated learner total
Financial support access	Applications, awards and disbursements recorded separately for each scheme and year.	Not established by the scholarship notice
Disability inclusion	Distinct students supported and agreed adjustments delivered, using consented records.	No annual university total verified

Measure	Definition and evidence	2025 position
Practical participation	Activity-specific attendance and demonstrated skills using suitable assessment methods.	30 women reported in Polewali; other totals unavailable
Digital learning access	Usable resources, actual use and access barriers assessed under local conditions.	Remote-school development reported; gap reduction unmeasured
Educational outcomes	Retention and completion for defined cohorts, with appropriate comparisons and response rates.	No institution-wide group comparison supplied
Economic inclusion	Continued enterprise activity, net income and participation in decisions over comparable periods.	No measured income or benefit-distribution result
Equal treatment	Accessible feedback and complaints, response records and appropriately designed experience surveys.	Institutional records needed

Assessing inequality rather than activity alone

Where appropriate, compare access, continuation or outcomes between clearly defined groups using the same period and measurement method. Report group sizes and the limitations of small samples. A larger participation count is not necessarily evidence of a smaller gap, especially when the eligible population is unknown.

Avoiding duplicate and unsupported totals

A person may receive several forms of support or attend repeated sessions. Use secure identifiers to distinguish unique people from service contacts. Do not present cumulative recipients as new awards in 2025, or treat an application opportunity as support already received.

Recommended actions and institutional review

These recommendations provide a route to a more complete inclusion account. They are proposed actions for consideration, not statements of approved commitments or completed work.

Priority	Proposed action	Suggested coordinating function
Validate the case record	Confirm dates, roles, attendance and outputs with the relevant school, community group or programme.	Activity owners and community service coordination

Priority	Proposed action	Suggested coordinating function
Verify financial assistance	Reconcile 2025 applications, awards, recipients and disbursements without double counting.	Scholarship administration and student affairs
Assess access barriers	Consult students and partners about physical, digital, financial and communication barriers.	Student support and relevant academic units
Review learning and support outcomes	Use suitable practical assessments and cohort-based continuation records.	Academic programmes and quality assurance
Follow up economic participation	Record sustained use of skills, actual business activity and benefit distribution.	Community service and partner liaison
Approve public reporting	Resolve factual gaps, review image permissions and publish the approved report with its actual date.	Institutional leadership and SDG reporting coordination

A practical evidence package

For each activity, retain the brief, assignment or agreement, attendance or partner confirmation, accessible materials, dated images and output records. Add a follow-up assessment where outcomes are claimed. Store sensitive individual information separately from public evidence and publish only the level of detail needed to substantiate the claim.

Overall assessment

The selected 2025 evidence demonstrates inclusion-oriented learning and outreach, alongside opportunities for financial assistance and continuing education. Its main contribution is to document ways the university seeks to widen participation. Stronger progress claims should be based on verified access, use of support, continued participation and differences in outcomes over time.

Publication and approval

Responsible units should review their accounts before approval. The final release should state the reporting period, the actual publication date and the approved version. Any later correction should preserve the distinction between the original activity date and the date new evidence became available.

Evidence and image register

Original Indonesian titles are retained for retrieval. All links were accessed on 29 October 2026. Sources [01] to [07] correspond to the seven illustrated cases.

[01] Berkarya dengan Hati Berprestasi dengan Aksi Ketua Prodi Seni Kuliner UMS Rappang. UMS Rappang website, 1 November 2025. Read evidence

[02] UMS Rappang Gaungkan Pendidikan Inklusif Beasiswa Khusus Difabel Dibuka. Narasi Rakyat, 28 September 2025. Read evidence

[03] UMS Rappang Giat Sosialisasi Beasiswa KIP Kuliah di Enrekang. Narasi Rakyat, 11 February 2025. Read evidence

[04] Inovasi dari UMS Rappang Melalui Media Digital Siswa Sekolah Terpencil Jago Bahasa Inggris. UMS Rappang website, 31 July 2025. Read evidence

[05] Prodi Agroteknologi UMS Rappang Fasilitasi Alih Jenjang Diploma ke S1. UMS Rappang website, 31 July 2025. Read evidence

[06] KWT Setia Mekar Desa Karrang Kembangkan Inovasi Produk Olahan Susu Berbasis Teknologi Digital. UMS Rappang website, 15 September 2025. Read evidence

[07] Pemberdayaan Lewat Rasa Mahasiswa Seni Kuliner Buat Inovasi Kue Tradisional Bernilai Jual. UMS Rappang website, 28 July 2025. Read evidence

[08] Program Layanan Kemahasiswaan Agroteknologi. UMS Rappang website, 29 August 2025. Student services description

[09] United Nations Department of Economic and Social Affairs. Goal 10 targets and indicators

Image provenance and attribution

Six photographs and the original 2025 ADiK Difabel poster are reproduced from the images associated with sources [01] to [07]. Figure 2 is a scholarship announcement, not recipient documentation. The other images illustrate their source reports and do not independently establish attendance, learning gains or economic outcomes. No replacement activity photographs were generated.

Two source articles are hosted by Narasi Rakyat. University pages also credit external reporting, including Narasi Rakyat for the remote-school account, Ajatappareng Online for the prior learning pathway and TOPNEWS1 for the Polewali activity. Preserve source credits and confirm permission for image republication before release.

SDG 11 Sustainable Cities and Communities

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented activities in 2025 contributed to community environmental learning, local cleanliness, participation in village life and cultural expression. This report presents six cases covering waste-bank education, collaborative care for village surroundings, organic-waste bioconversion, evaluation of community environmental programmes, recreational cycling and student arts participation. They illustrate local contributions to sustainable human settlements, including rural communities.

Contribution area	Evidence included
Waste and environmental practices	Belawae waste-bank education, BSF training in Kulo and PBL environmental evaluation in Enrekang
Shared surroundings and local history	Collaborative cleaning around the Mario village office and the front of Usman Balo's house
Community participation and mobility	A village cycling event co-organised by KKN students in Sipodeceng
Arts and cultural participation	Student poetry and solo singing in PESONA 2025 at the university auditorium

What the evidence establishes

The sources support an account of activities, collaboration and selected outputs. They do not establish a city-wide improvement in waste services, a transport modal shift, formal heritage conservation or universal access to public spaces. Five original source photographs and direct evidence links accompany the report; the Belawae source is linked for its text and online imagery.

Reporting status

The year 2025 refers to the activity period. This report was prepared in 2026 and requires factual review and institutional approval before public release. Its preparation is not evidence that the report was published in 2025.

Scope and SDG alignment

The review uses official university news, an official partner-university account and village government pages. It is a selected contribution report, rather than a complete account of

municipal services or campus estate management. Some university pages reproduce external reporting; source credits are retained in the evidence register.

Evidence approach

1. Distinguish the activity date from publication. If an exact activity date is not stated, use the news date as a reference only.
2. Separate education from operational services. Explaining a waste-bank mechanism does not demonstrate that a bank is operating.
3. Treat clean-ups, cultural performances and recreational cycling according to their actual scope. They do not automatically establish conservation, public access or transport infrastructure.
4. Do not convert attendance into beneficiaries served continuously, or intentions into verified environmental results.
5. Use additional institutional records for waste quantities, access policies, expenditure, safety and sustained outcomes. Activities in 2026 are excluded.

Relationship to the United Nations targets

The mapping is an analytical interpretation of relevance to SDG 11, not attainment of the UN indicators. Sustainable human settlements include the village settings represented in this report. [07]

Target direction	Relevance and limits
11.6 Environmental impacts and waste	Waste education and community environmental work support this direction; controlled waste-management rates and air quality are not measured.
11.4 Cultural and natural heritage	Care around a locally significant site and arts participation offer supporting context; formal conservation outputs and expenditure are unverified.
11.2 Sustainable transport	Cycling participation is relevant to active mobility awareness, but does not establish public-transport access or a commuting change.
11.7 Accessible public spaces	Shared-space care is relevant context; universal, safe and inclusive access requires separate assessment.
11.3 Participatory settlement management	Village collaboration shows engagement; it is not evidence of a formal urban planning participation structure.

Affordable housing, disaster losses and formal resilience planning are not measured by the selected sources. All links were reviewed on 29 October 2026.

Waste bank education in Belawae

Joint KKN programme | Activity 8 August 2025 | Partner report 10 September 2025

Reported activity and university role

An official LP2M IAIN Parepare account records a joint waste-bank education session in Belawae village, Pitu Riase. Students from IAIN Parepare, UMS Rappang and UNHAS worked with village representatives and residents. The source reports nine UMS Rappang students among the participating university groups. Education covered organic and inorganic waste separation, collection processes and potential economic uses, with hands-on sorting practice. [01]

Documented output and SDG relevance

The documented output is an education session with practical sorting. It supports the waste-management direction of target 11.6 and community participation. The source describes establishment of a village waste-bank system as a hoped-for next step, so this report does not count an operational bank or claim a verified reduction in discarded waste.

Evidence stage	Interpretation
Education delivered	Waste separation and collection concepts were explained and practised.
Participation reported	Nine UMS Rappang students are identified in the account; this is not a household beneficiary total.
Operational follow-up needed	An operator, collection arrangements and records would establish whether a continuing service developed.

Evaluation and follow-up

A useful follow-up would determine whether participating households can separate waste correctly and whether separated material reaches an appropriate collection route. Record storage arrangements, operator responsibilities and the destination of each material. A financial transaction or sale should be verified separately from education about potential value.

Retain the agenda, attendance, sorting materials and partner acknowledgement. If a waste bank becomes operational, add its management decision, collection schedule, weighing records and verified handover documents. Quantities should identify material type, period and final destination, avoiding double counting between household collection and onward transfer.

Collaborative care for village surroundings

Mario village | Village government article published 3 August 2025

Activity and university contribution

The Mario village government reports a joint clean-up involving students from UMS Rappang, UNHAS, IAIN Parepare and STIE Makassar Maju. Participants cleaned the village office grounds and surrounding area, then continued to the front of the house of Usman Balo, described by the source as a local historical figure. The activity combined environmental care with cooperation between students and village representatives. [02]



Figure 1. Photograph accompanying the Mario village government account of the collaborative clean-up.

Documented contribution and SDG relevance

The evidence supports a community clean-up near a locally significant place. This is relevant to care for shared surroundings and offers supporting context for target 11.4. It does not establish the house's formal heritage status, restoration work, a conservation management plan or public visitor access.

Evaluation and supporting records

Evaluation should identify the area covered, materials collected and responsibility for continuing care. Work near historically significant buildings should be coordinated with the owner or relevant custodian. General cleaning and conservation treatment are different activities, and should be documented separately.

Retain village confirmation, task assignments and dated before-and-after images. The source dates the activity to 12 July 2025 but labels that date as Friday, whereas 12 July fell on Saturday. The activity date should therefore be checked against the original village record before final institutional approval.

Introducing organic waste bioconversion

Fisheries programme and community partners in Kulo | News published 29 July 2025

Activity and university contribution

A UMS Rappang PKM PMM team led by Muhammad Bibin introduced Black Soldier Fly larval cultivation to residents of Kulo village. The account describes training on preparing cultivation enclosures, maintaining larvae and harvesting. It presents household food and vegetable residues as inputs, with larvae and residual material discussed as potential feed and organic-fertiliser products. [03]



Figure 2. Photograph accompanying the university report on BSF organic-waste bioconversion training in Kulo.

Documented contribution and SDG relevance

The documented contribution is training in a biological waste-processing method. Its link to target 11.6 lies in a possible alternative route for organic material. Although the news uses strong benefit language, it provides no measured processing volume, household coverage, verified earnings or environmental comparison.

Evaluation and supporting records

A follow-up should establish whether the method remained in use, which inputs were processed and how outputs were handled. Weighing records would allow a material balance. Operational suitability should also consider location, maintenance, nuisance control and available skills, rather than assuming that a demonstration resolves local waste problems.

Retain the training plan, attendance, operating guidance and follow-up visits. Record input and output quantities over a defined period and distinguish demonstration material from routine household waste. Any claims about income, product quality or avoided disposal need their own verifiable records.

Evaluating community environmental programmes

Health Administration PBL 3 in Taulan and Karrang, Enrekang | News 6 February 2025

Activity and university contribution

The Health Administration programme reported the withdrawal of students after a two-week PBL 3 placement in Taulan and Karrang villages, Cendana. The placement evaluated activities from the earlier PBL 2 stage, including waste and environmental management, school clean and healthy living practices, reuse of plastic cups for crafts and education about household waste. [04]



Figure 3. Photograph accompanying the university report on completion of the Health Administration PBL 3 field placement.

Documented contribution and SDG relevance

The evidence establishes a field evaluation activity with an environmental and community-health focus. It supports attention to settlement conditions and the continuity of earlier interventions. The article does not report the evaluation instruments, sample, numerical findings or measured change in waste practices.

Evaluation and supporting records

The distinction between delivery and evaluation is important. Earlier PBL 2 interventions are not automatically counted as new activities in 2025 merely because PBL 3 reviewed them. A stronger account would identify each intervention date, the follow-up question and the evidence of continued use or behaviour change.

Retain placement assignments, PBL reports, baseline and follow-up instruments, observation records and village feedback. Report findings by location and indicator, with appropriate denominators. Do not infer reduced pollution or improved health from participation or from the completion of an evaluation exercise.

Community cycling in Sipodeceng

Village government and KKN cohort 7 | Activity 24 August 2025 | Report 25 August 2025

Activity and university contribution

The Sipodeceng village government and UMS Rappang KKN students co-organised Gowes Ri Sipodeceng. The village account describes participation by residents, young people, cycling groups and community figures along village roads through the agricultural landscape. Students supported preparation, technical delivery and the closing of the event. [05]



Figure 4. Photograph associated with the village government article on Gowes Ri Sipodeceng.

Documented contribution and SDG relevance

The record documents a recreational cycling and community-participation event. It offers a supporting connection to active mobility under target 11.2. It does not establish a commuting programme, dedicated cycle infrastructure, a reduction in car journeys or a quantified emissions benefit.

Evaluation and supporting records

Evaluation should separate participation in a one-day ride from everyday transport behaviour. Follow-up could ask whether participants continue cycling and identify practical barriers such as route safety, bicycle access and secure parking. Inclusive access requires consideration of people unable to participate in the same way.

Retain the event plan, route, organiser confirmation and attendance where available. Document safety arrangements and participant feedback. Any future claim about travel change should use repeated travel surveys or observations, with a stated period and comparison, rather than extrapolating from the event.

Supporting student arts and cultural expression

PESONA 2025 at Auditorium H Zaini Razak | Performance 17 November 2025

Activity and university contribution

HIMALOGISTA students participated in poetry and solo singing during PESONA 2025, an arts, sport and religious student event at UMS Rappang. The university article, published on 19 November, places the performances on 17 November and describes participation across student associations. Other arts categories in the wider event included creative dance and acoustic performance. [06]



Figure 5. Photograph accompanying the university report on HIMALOGISTA participation in PESONA 2025.

Documented contribution and SDG relevance

The evidenced contribution is an opportunity for student cultural expression and interaction across programmes. It offers supporting cultural context for SDG 11. The article does not establish that the performance was open to the general public or that it concerned conservation of a specific cultural heritage tradition.

Evaluation and supporting records

A fuller assessment would identify the event's audience, programme, accessibility and any community participation. Where local cultural traditions are represented, document the repertoire, practitioners involved and how knowledge is transmitted. Attendance or performance alone should not be presented as heritage preservation expenditure.

Retain the event programme, student participation records, venue arrangements and relevant permissions. If cultural activities are publicly accessible, record access conditions, dates and visitor information. Preserve performance documentation with the consent of participants and appropriate attribution.

Campus and community sustainability review

A complete SDG 11 account should combine community engagement with evidence about the university's own estate, access arrangements and relationships with settlement planning. The selected sources do not provide the full institutional record needed for that assessment.

Area	Evidence needed for a fuller account
Public access to facilities	Approved access arrangements, hours, charges where applicable and accessibility information for libraries, venues and other relevant spaces.
Cultural and historical resources	Inventories, custodian agreements, conservation or interpretation activities, public access information and attributable expenditure.

Area	Evidence needed for a fuller account
Travel and mobility	Commuting patterns, safe walking and cycling arrangements, public-transport connections and repeated measures of travel change.
Campus waste management	Waste categories and quantities, collection arrangements, verified destinations and coverage of controlled management.
Open and green spaces	Mapped areas, access conditions, maintenance, safety and usability for people with different needs.
Housing and basic services	Any relevant university housing arrangements, affordability measures and service provision supported by records.
Disaster resilience	Risk assessments, preparedness plans, exercises, responsibilities and records of actual response or improvements.

Participation and accountability

Community collaboration should include a record of who helps identify priorities and how partners influence the work. A one-off event is different from a continuing participation structure. Record responsibilities and agreed follow-up so that the end of a student placement does not leave an unclear maintenance or service obligation.

Claims that require additional verification

No assertion is made here that campus grounds or cultural events are universally open, that the university provides affordable housing, or that city transport and air quality improved. Missing information in the selected sources identifies a reporting gap and does not establish that the university has no relevant provision.

Monitoring framework and evidence gaps

The proposed measures below distinguish delivery from sustained settlement outcomes. They are recommendations for institutional consideration, not approved targets or measured 2025 results. Six cases describe the scope of this report and are not a complete programme inventory.

Measure	Definition and verification	2025 evidence position
Environmental education	Activity-specific attendance and observed sorting skills, separated from long-term household practice.	Belawae session reported; nine UMS Rappang students identified
Waste managed	Material weighed by type and period, with an identified final treatment or disposal route.	No consolidated quantities verified
Continuing household use	Distinct households applying a method at a defined follow-up, with observation or suitable logs.	Not established

Measure	Definition and verification	2025 evidence position
Shared-space care	Defined area and tasks, condition records and agreed ongoing responsibility.	Mario clean-up reported; sustained condition unmeasured
Active mobility	Event attendance kept separate from routine trips by mode, measured consistently over time.	Cycling event verified; modal change unmeasured
Cultural participation	Performers and audiences recorded separately, with dates and access conditions.	PESONA participation reported; public access not established
Environmental evaluation	Indicators, baseline, follow-up and findings from the same locations and populations.	PBL evaluation described; numeric findings unavailable
Accessibility and resilience	Documented audits, plans, implementation and follow-up for defined facilities or services.	Institutional evidence required

Good measurement practice

Specify the location, reporting boundary and period. A quantity collected during an event is not a daily service rate. Reused material should not be counted again as newly collected waste, and processing inputs should not be equated with final products. Record non-participation and access barriers where relevant.

Assessing change

Use comparable before-and-after observations and explain other influences, such as weather, municipal collection or partner activity. Avoid attributing all change to university participation. Programme reporting should make the university's role visible while recognising the shared contribution of communities and other institutions.

Recommended actions and institutional review

The actions below describe how UMS Rappang could strengthen its evidence and assess continuity. They are proposed actions rather than approved commitments or completed implementation.

Priority	Proposed action	Suggested coordinating function
Validate the 2025 record	Confirm dates, roles and outputs with activity owners; resolve the Mario date inconsistency.	Relevant programmes and community service coordination
Follow up waste education	Check whether sorting, collection or biological processing continued and verify destinations.	Project teams and village partners

Priority	Proposed action	Suggested coordinating function
Consolidate PBL findings	Extract validated environmental indicators and follow-up results from the field reports.	Health Administration programme
Review mobility and access	Separate event participation from commuting outcomes and document facility access conditions.	Student affairs and facilities functions
Document cultural contribution	Retain programmes, permissions and audience information; distinguish expression from conservation.	Event organisers and relevant academic units
Prepare an approved release	Review source attribution, image permissions and factual accuracy, then publish with the actual release date.	Institutional leadership and SDG reporting coordination

Evidence package for each case

Retain the activity brief, assignment or agreement, attendance or partner confirmation, technical materials, dated photographs and an output record. Add measurement records wherever a result is claimed. Partner correspondence should clarify which organisation delivered each part and who is responsible for subsequent operation or maintenance.

Overall assessment

The 2025 evidence demonstrates engagement with environmental practices, community surroundings and student cultural life. Its strongest contribution is a traceable record of local activity and cooperation. A stronger progress account would connect that work to continuing waste services, verified environmental findings, inclusive access and documented cultural or mobility outcomes.

Approval and publication

Responsible units should check their accounts before institutional approval. The published version should state the activity reporting period, the actual publication date and the approved version. Dates of later evidence collection should remain distinct from dates of the original activities.

Evidence and photograph register

Original source titles are retained for retrieval. All links were reviewed on 29 October 2026. Photographs in this report reproduce the source images associated with cases [02] to [06].

[01] Sosialisasi Pengolahan Bank Sampah Proker Besar Kolaborasi KKN IAIN Parepare UMS Rappang dan UNHAS Makassar di Desa Belawae. LP2M IAIN Parepare, 10 September 2025. Read evidence

[02] Kolaborasi Mahasiswa KKN Empat Kampus Bersihkan Kantor Desa Mario dan Rumah Pahlawan Usman Balo. Mario village government, 3 August 2025. Read evidence

[03] Dosen Ilmu Perikanan UMS Rappang Perkenalkan Teknologi Biokonversi Sampah Organik dengan Maggot BSF. UMS Rappang website, 29 July 2025. Read evidence

[04] Penarikan Mahasiswa Prodi Administrasi Kesehatan UMS Rappang Usai Jalani PBL3 di Enrekang. UMS Rappang website, 6 February 2025. Read evidence

[05] GOWES RI SIPODECENG. Sipodeceng village government, 25 August 2025. Read evidence

[06] HIMALOGISTA UMS Rappang Gebrak PESONA 2025 dengan Puisi dan Vokal Memukau. UMS Rappang website, 19 November 2025. Read evidence

[07] United Nations Department of Economic and Social Affairs. Goal 11 targets and indicators

Photograph provenance

Figures 1 to 5 correspond to source pages [02] to [06], respectively. They illustrate the activities described in the source reports and do not independently establish attendance totals, quantities of waste, public access or environmental benefits. No replacement activity photographs were generated. The Belawae activity image remains available through its linked partner report and is not reproduced here.

Source credits and preservation

Official village pages provide direct local-government accounts of the Mario and Sipodeceng activities. The Belawae account is published by the partner university and identifies UMS Rappang's participation. The UMS Rappang pages credit InfoBuzzPress for the BSF article and Pelopornews for the PBL account. Preserve these credits and confirm image reuse permissions before release.

Retain dated copies of evidence for review because public pages may change. Resolve source ambiguities through activity records rather than silently correcting an uncertain event date. Evidence added after preparation should be identified in any subsequent approved version.

SDG 12 Responsible Consumption and Production

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented work in 2025 connects resource-use education with practical approaches to using agricultural and household residues. This report presents six activity accounts and a research publication. The cases cover banana-peel product development, community training, school outreach, organic-waste bioconversion, order-based food production and environmental programme evaluation.

Contribution	Evidence covered
Using residual materials	Banana-peel products and flour research, together with BSF organic-waste training
Education and community practice	Nasyiatul Aisyiyah training, school outreach and PBL environmental evaluation
Production planning	Student snack-box production based on customer orders
Research dissemination	A 2025 publication on drying conditions for banana-peel flour; the underlying experiment took place in 2024

Purpose and main finding

The sources establish educational provision, reported product development and published research. They do not establish a verified university-wide waste reduction, recycling rate, material footprint or sustainable procurement result. Five authentic source photographs accompany the illustrated cases, with clickable evidence links throughout. The community training account and research publication are supported by direct source links.

Reporting status

The activity reporting year is 2025. This report was prepared in 2026 and requires institutional review before publication. Its preparation does not demonstrate that a sustainability report was released during 2025.

Scope and evidence approach

The review draws on official university news, a contemporary external news account and research articles with identified UMS Rappang involvement. Hosting an article in a university journal does not by itself establish university authorship; affiliations were checked for the research included here. The report is a selection of evidence, not a complete operational audit.

Evidence rules

1. Separate an activity date, a news publication date and a research publication year. Research conducted earlier is identified explicitly.
2. Describe product development and demonstrations separately from commercial operation or sustained household use.
3. Treat zero waste in a project title as an approach or aspiration, not proof that no residual waste was generated.
4. Distinguish quantities generated, collected, reused, biologically processed and disposed of; do not assign figures where measurement is absent.
5. Keep participant counts within their activity and unit. A training attendance total is not a count of operating enterprises or households adopting a method.

Relationship to SDG 12

The mapping below interprets the relevance of the evidence to the UN target directions. It does not demonstrate attainment of national or global indicators. [09]

Target direction	Relevance and reporting boundary
12.2 Efficient resource use	Residue-based product development explores material use, without measuring a material footprint.
12.3 Food loss and waste	Order-based production offers a prevention pathway; food losses and waste were not quantified.
12.5 Prevention reuse and recycling	Banana-peel utilisation and organic processing support this direction; no annual recycling rate is established.
12.8 Awareness and education	Community and school learning are directly relevant, while curriculum-wide integration requires additional records.
12.4 12.6 and 12.7	Chemicals management, reporting and procurement need institutional policies and implementation evidence beyond these activities.

The report does not assert that all fruit peels are avoidable food waste or count every utilisation method as recycling. Classification should follow a consistent institutional method. All links were reviewed on 29 October 2026.

Community training on banana peel products

UMS Rappang and Nasyiatul Aisyiyah Sidenreng Rappang | News published 24 February 2025

Reported activity and university role

Pelopornews reports a UMS Rappang LP3M and PKM Risetmu training programme with Nasyiatul Aisyiyah Sidenreng Rappang. The team included Astrina Nur Inayah, Bahtiar Herman and Muhammad Aksan. Participants practised processing banana peels into products such as

muffins, dodol and ice cream, and presented their product ideas. The stated aim combined awareness of residual-material use with product development. [01]

Related research publication

A related 2025 SOLMA article by UMS Rappang authors describes work with the same community organisation on banana-peel innovation and digital empowerment. Its abstract reports 30 participants and a two-day sequence covering product practice, digital marketing, branding and packaging. This is a programme-level publication account; its participants are not added to a separate total inferred from the news report. [08]

Documented contribution

The evidence supports training and practical experimentation with residual materials. This is relevant to targets 12.5 and 12.8. The project's zero-waste terminology does not establish a measured diversion rate, zero residual disposal or a verified increase in household income.

Stage	What should be verified
Training	Delivery records, attendance and demonstrated practical skills.
Continued use	Whether participants repeat the process after training and with what inputs.
Environmental result	Measured quantities and a clearly documented alternative disposal route.

Evaluation and supporting records

Retain the programme report, materials, attendance and partner confirmation. Follow-up should record input quantities, products, residual material and operating costs. A wider environmental assessment should consider energy, water and packaging rather than assume that using one residue guarantees an overall benefit. Product suitability requires appropriate testing and is not established by the news description.

Student innovation using banana residues

Agribusiness and Government Studies collaboration | News published 11 February 2025

Activity and university contribution

UMS Rappang students developed banana-based products through business risk, feasibility and entrepreneurship coursework. The account identifies collaboration between Agribusiness and Government Studies students and describes banana-peel chips alongside dried banana products. Product development included considering the banana type, taste and texture and adapting product flavours. [02]



Figure 1. Photograph accompanying the university report on student banana-product innovation.

Documented contribution and SDG relevance

The report documents practical product development using material ordinarily treated as a residue. It supports resource-use learning and the waste-reduction direction of target 12.5. It does not provide production volumes, a material balance, validated product safety or evidence of continuing commercial sales.

Evaluation and supporting records

Evaluation should distinguish a recipe or course prototype from a repeatable production process. Record how the peel is sourced, what proportion is used and what residues remain. Assess yield, consistency and acceptability alongside the resources used in processing. No nutritional or health benefit is inferred here.

Retain course briefs, product specifications, process records and assessment rubrics. Any statement of waste avoided needs a baseline and input records. Commercial claims require actual transaction and cost records, while product safety and storage suitability require appropriate validation.

School outreach on waste utilisation

Agricultural Product Technology and other science programmes | Activity 25 February 2025

Activity and university contribution

The university's Agricultural Product Technology programme introduced waste-processing and utilisation concepts during a food-related outreach activity for SMA 9 Pinrang learners. The article, published on 26 February 2025, reports participation by 40 students and lecturers from several Faculty of Science and Technology programmes. The stated focus was awareness of methods that can turn residual material into useful products. [03]



Figure 2. Photograph accompanying the university news account of outreach on waste processing and utilisation.

Documented contribution and SDG relevance

The evidence establishes an outreach session and an activity-specific learner count. Its main contribution is awareness and information under target 12.8. The source does not establish students' subsequent behaviour, a school waste-management system or measured changes in knowledge.

Evaluation and supporting records

A useful follow-up would ask learners to identify materials, explain suitable utilisation routes and distinguish prevention from later treatment. Assessment could use a short practical task rather than attendance alone. Continued use in school learning should be confirmed through teachers and dated examples.

Retain the school confirmation, attendance, teaching materials and any assessment. If learners later develop projects, record their inputs and results independently. Do not use 40 students as a university-wide beneficiary total or assume the session reduced school waste without measurement.

Introducing BSF organic waste processing

Fisheries programme community service in Kulo | News published 29 July 2025

Activity and university contribution

A UMS Rappang team led by Muhammad Bibin introduced Black Soldier Fly larval cultivation to Kulo residents. The source describes instruction on preparing enclosures, maintaining larvae and harvesting. Household food and vegetable residues were presented as inputs, with larvae and residual material discussed as potential feed and organic-fertiliser products. [04]



Figure 3. Photograph accompanying the university report on BSF bioconversion training in Kulo.

Documented contribution and SDG relevance

The documented contribution is community training in a biological processing method. It is relevant to resource recovery and waste-management education. Strong benefit statements in the news are not treated as measured reductions in disposal, verified earnings or confirmed environmental gains.

Evaluation and supporting records

Evaluation should establish whether routine processing occurred after the training. Record inputs, outputs and residues over the same period, and identify the source and final use of materials. Include maintenance, location and operational suitability in the follow-up. A demonstration batch should be kept separate from ongoing service data.

Retain training and partner records, operating guidance and follow-up observations. Measure quantities before claiming diversion, and avoid counting both inputs and products as separate amounts of waste treated. Product quality, suitability and economic returns need separate verification.

Planning food production around confirmed demand

Culinary Arts Education student entrepreneurship | News published 21 April 2025

Activity and university contribution

Culinary students developed a snack-box service through an entrepreneurship course. The university account describes producing against customer orders for campus seminars and training, with menu and budget options adapted to each event. The project connected culinary skills with management and business communication. [05]



Figure 4. Photograph accompanying the university report on the student snack-box production project.

Documented contribution and SDG relevance

The evidence establishes a reported order-based service model. It has a plausible connection to preventing overproduction and therefore to target 12.3. The source provides no measured food-waste baseline, comparison with batch production or quantified reduction in costs or discarded food.

Evaluation and supporting records

Assessment should compare planned portions, actual orders, production, delivery and leftovers. Customer-order production may still generate preparation waste and unused ingredients, so those flows should be recorded separately. Packaging is also part of the production system and should be assessed alongside food quantities.

Retain order forms, menus, purchasing and production logs, delivery records and waste measurements. Compare similar events and explain differences in attendance or menus. Food-waste prevention should be reported only when supported by consistent measurements rather than by the service model alone.

Evaluating household and school environmental activities

Health Administration PBL 3 in Enrekang | News published 6 February 2025

Activity and university contribution

Health Administration students completed a two-week PBL 3 placement in Taulan and Karrang villages, Cendana. The source describes evaluation of earlier PBL 2 activities involving household waste, environmental management, school clean and healthy living practices and crafts using discarded plastic cups. [06]



Figure 5. Photograph accompanying the university report on completion of the PBL 3 environmental evaluation placement.

Documented contribution and SDG relevance

The evidenced output is a field evaluation exercise. It supports attention to continuity of waste-related education and reuse practices. The article does not supply evaluation instruments, sample sizes, measured findings or a quantified change in household disposal.

Evaluation and supporting records

Earlier intervention delivery should not automatically be counted as new 2025 activity because it was reviewed during PBL 3. Establish the original intervention dates and report the 2025 evaluation separately. Reuse crafts should be assessed for continued use, material quantities and final disposal rather than assumed to eliminate plastic waste.

Retain the field report, placement records, baseline and follow-up instruments, observations and village feedback. Findings should identify location, indicator and denominator. Distinguish awareness, actual practice and measured material outcomes, and recognise other contributors to any observed change.

Research publication on banana peel flour

JASATHP Volume 5 Number 2 November 2025 pages 94 to 102

Publication and research scope

A 2025 article by Minarsi Amir, Rukmelia and Andi Nurwidah identifies UMS Rappang Agricultural Product Technology affiliations and examines drying conditions for kepok banana-peel flour. The experiment compared drying at 60 and 70 degrees Celsius for five and six hours, with four treatment combinations and three repetitions. Observed characteristics included yield, moisture, ash and iron. [07]

Important distinction in the reporting year

The methods section dates the experiment to August–September 2024. Its inclusion in this report is therefore as a research dissemination output published in 2025, not as a newly conducted 2025 experiment. It is not combined with the student food projects as a single intervention.

Contribution to responsible production

The study contributes process knowledge about using a fruit-processing residue. Its relevance is the investigation of material characteristics that may support further development. The article does not establish commercial adoption, a full life-cycle benefit, campus waste diversion or a quantified reduction in food loss.

Research stage	Further evidence for application
Laboratory process comparison	Raw results, test methods and reproducibility checks.
Product development	Formulation, suitable quality and safety assessment, and storage performance.
Practical adoption	User trials, costs, resource inputs, production records and sustained use.

Evaluation and evidence quality

Technical findings should be interpreted within the tested conditions. A processing study is not sufficient to calculate environmental savings: drying energy, water, additional ingredients and packaging also matter. Any institutional efficiency claim would require measured inputs per unit of useful output and a defined comparator.

Retain the publication, underlying research records where available and subsequent application evidence. Check numerical and treatment labels against the original dataset before using them in external performance claims. This report does not reproduce uncertain headline treatment results as institutional achievements.

Institutional operations and responsible purchasing

A full SDG 12 report should connect academic activity with the university's own consumption, procurement and waste systems. The selected sources provide useful activity evidence but do not establish a complete campus operational baseline.

Area	Records needed for a complete account
Material consumption	Purchasing quantities, covered sites, reporting period and relevant categories of materials.
Waste generation and destinations	Measured waste by stream, weighing method, collection records, recipient confirmation and final treatment route.
Food operations	Food procurement, meals or portions served, preparation residues and leftovers using consistent definitions.

Area	Records needed for a complete account
Hazardous materials and waste	Inventories, responsible persons, procedures, storage and documented transfer arrangements.
Reusable and disposable products	Relevant purchasing rules, implementation records and evidence of actual product substitution.
Supplier and procurement practice	Approved criteria, tender or purchasing records, supplier information and documented decisions.
Sustainability reporting	An approved reporting boundary, data owners, review arrangements and actual publication dates.

Operational claims require implementation evidence

A policy states expectations; records show how it was applied. The review should assess both. No campus-wide ban, waste contractor arrangement, zero-waste certification or sustainable purchasing compliance is asserted here. Absence from the reviewed public news is a reporting gap rather than proof that provision is absent.

Resource use beyond a single waste stream

Assess the whole process when considering a product's benefit. Reusing a residue can require extra energy, water or packaging. A balanced account should make the trade-offs visible and use measured comparisons where available. Proposed improvements should be presented as recommendations until formally adopted and implemented.

Measurement framework and evidence gaps

The following measures are proposed for institutional validation. They are not approved targets or measured 2025 results. Six activity accounts and one publication describe this report's scope, rather than an annual total of programmes or beneficiaries.

Measure	Definition and verification	Current evidence position
Waste generated	Mass by stream over a defined period, with the covered sites and measurement method.	No campus-wide 2025 total verified
Material utilised	Recorded input of a defined residue and useful output, with residual losses kept separate.	Product and training accounts exist; quantities unverified
Food waste	Measured preparation and post-service waste, using stated boundaries and appropriate activity denominators.	No comparative result established
Sustained practice	Distinct participants or partners continuing a method at a specified follow-up.	Not consolidated

Measure	Definition and verification	Current evidence position
Educational reach	Activity-specific attendance separate from demonstrated knowledge or skills.	40 school learners reported in one outreach case
Research output	Affiliation-verified publication year distinguished from the date of underlying research.	2025 flour publication verified; experiment in 2024
Responsible purchasing	Decisions meeting approved criteria, supported by actual procurement records.	Institutional data needed
Controlled handling	Waste records linked to verified receiving and treatment arrangements, by material type.	Not established by the activity sources

Material accounting

A simple activity log should record the date, material source, input mass, useful product, remaining residue and destination. State whether weights are wet or dry when that distinction affects interpretation. Avoid adding recovered products to processed inputs as though they represent separate waste streams.

Assessing improvement

Use comparable observation periods and explain changes in the number of meals, students or production batches. A lower absolute quantity may reflect reduced activity rather than better practice. Where data are incomplete, describe coverage and uncertainty instead of assigning missing values a zero.

Recommended actions and institutional review

These recommendations describe how the university could strengthen implementation evidence and evaluate results. They are proposals for institutional consideration, not approved commitments or activities already completed.

Priority	Proposed action	Suggested coordinating function
Validate activity accounts	Confirm dates, delivery, participant records and university roles with programme owners and partners.	Academic programmes and community service coordination
Follow up residue utilisation	Check continued practice and record inputs, outputs, operating costs and residual disposal.	Project teams and community partners
Measure food production	Use purchasing, order and production records with direct measurements of food residues.	Relevant culinary and food-service activities

Priority	Proposed action	Suggested coordinating function
Create an operational baseline	Consolidate campus material and waste streams using consistent boundaries and methods.	Facilities and relevant administrative functions
Review purchasing evidence	Assemble approved criteria and records demonstrating their use.	Procurement and management functions
Approve public reporting	Review accuracy and image permissions, reconcile dates and publish with the actual release date.	Institutional leadership and SDG reporting coordination

Evidence package

For each case, retain the brief, assignment or agreement, attendance or partner confirmation, materials, dated photographs and outputs. Where savings or environmental benefits are claimed, add measurements and explain the comparison. Publication records should identify affiliations and both the study and publication dates where they differ.

Overall assessment

The selected evidence demonstrates practical learning and community engagement with residual-material use and production planning. It supports a traceable activity account for SDG 12. Stronger progress claims would require measured material flows, sustained partner use and evidence about the university's own operational practices.

Approval and publication

Responsible units should verify their accounts before approval. A public release should identify its reporting period, actual release date and approved version. Any later evidence or correction should preserve the original dates and state the basis for the updated claim.

Evidence and photograph register

Original source titles are retained for retrieval. All links were reviewed on 29 October 2026. Figures 1 to 5 correspond to source pages [02] to [06].

[01] Mengubah Limbah Menjadi Produk Bernilai Pelatihan Pengolahan Pengembangan Produk Zero Waste dari Kulit Pisang. Pelopornews, 24 February 2025. Read evidence

[02] Mahasiswa UMS Rappang Ciptakan Inovasi Kuliner Unik dari Pisang. UMS Rappang website, 11 February 2025. Read evidence

[03] Program Studi THP Fakultas Sains dan Teknologi UMS Rappang. UMS Rappang website, 26 February 2025. Read evidence

[04] Dosen Ilmu Perikanan UMS Rappang Perkenalkan Teknologi Biokonversi Sampah Organik dengan Maggot BSF. UMS Rappang website, 29 July 2025. Read evidence

[05] Snack Box on Demand Strategi Cerdas Mahasiswa Kuliner UMS Rappang. UMS Rappang website, 21 April 2025. Read evidence

[06] Penarikan Mahasiswa Prodi Administrasi Kesehatan UMS Rappang Usai Jalani PBL3 di Enrekang. UMS Rappang website, 6 February 2025. Read evidence

[07] Minarsi Amir, Rukmelia and Andi Nurwidah. Pengaruh Suhu dan Waktu Pengeringan Pembuatan Tepung Kulit Pisang Kepok. JASATHP 5(2), November 2025, 94–102. Original article PDF

[08] Astrina Nur Inayah and co-authors. Inovasi Produk Kulit Pisang Berbasis Zero Waste sebagai upaya Pemberdayaan Digital di Komunitas Nasyiatul Aisyiyah Sidenreng Rappang. Jurnal SOLMA 14(2), 2025, 2624–2641. Article PDF

[09] United Nations Department of Economic and Social Affairs. Goal 12 targets and indicators

Photograph provenance and source credits

Five photographs are reproduced from the images attached to source pages [02] to [06]. They illustrate the reported activity and do not independently verify participation, product suitability or environmental benefits. The photographs embedded in the external community-training news page were unavailable during preparation and are not reproduced. No replacement activity images were generated.

University pages credit external news reporting including Ajatappareng Online for the student banana products, Pelopornews for school outreach and PBL, InfoBuzzPress for BSF training and TOPNEWS1 for the snack-box activity. Preserve credits and confirm permissions for public image reuse. Retain dated evidence copies because online sources may change.

SDG 13 Climate Action

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's public record for 2025 includes a climate-themed general lecture listing, coastal ecosystem field learning and research on agricultural water availability. These provide evidence relevant to climate education and adaptive capacity. Village environmental planning, organic-waste training and recreational cycling are included as supporting environmental activities whose climate benefits have not been measured.

Evidence area	Coverage and strength
Climate education	An official Green Education agenda and poster explicitly address climate anxiety; delivery and learning outcomes need further records.
Coastal and agricultural capacity	A mangrove field visit and water-balance research provide practical learning and adaptation-relevant knowledge.
Supporting environmental work	Village plans, BSF training and cycling participation offer possible links; no emissions reductions are established.

Main finding and purpose

The strongest evidence concerns learning opportunities and knowledge development. The reviewed sources do not establish a university-wide greenhouse-gas inventory, approved carbon-reduction pathway, quantified mitigation result or measured reduction in climate vulnerability. This report explains the activities, their relevance and the records needed to assess results.

Evidence and reporting status

Four source photographs and one original lecture poster are included, with clickable evidence links. The mangrove activity is supported by its linked news account. This document was prepared in 2026 for the 2025 activity period and requires institutional factual review and approval before release. It does not establish publication during 2025.

Scope and interpretation of climate action

The report uses official university and village pages, a contemporary external news report and a research article that corroborates work conducted in 2025. The research article was formally published in 2026 and is identified as later corroboration. The review is selective and does not replace an institutional climate or energy audit.

Relationship to SDG 13

The main relevant UN directions are target 13.1 on resilience and adaptive capacity and target 13.3 on education and capacity for mitigation, adaptation, impact reduction and early warning. Institutional planning may support these directions, but is not equivalent to national policy indicators under target 13.2. [08]

Evidence level	Cases and interpretation
Explicit climate theme	Green Education directly addresses a climate topic, but its agenda does not measure attendance or outcomes.
Adaptation relevant knowledge	Mangrove learning addresses coastal hazards; irrigation research examines water availability. Neither proves reduced climate risk.
Enabling environmental activity	Village environmental proposals, BSF processing education and cycling may support future climate work; a climate mechanism and measurements are still needed.

Rules for interpreting the evidence

a. Separate an agenda listing from attendance, completion and learning assessment. A past calendar status is not an activity evaluation.

a. Distinguish a study conducted in 2025 from a paper published in another year. Preserve both dates.

a. Do not equate environmental activity with climate mitigation. A carbon claim requires a defined baseline, boundaries and credible measurements.

a. Do not infer carbon sequestration from a mangrove visit or emissions savings from a recreational ride.

a. Do not count planned green spaces as completed infrastructure or attribute a seasonal water deficit solely to climate change.

No UN indicator attainment, carbon-neutral status, offset or disaster-loss reduction is asserted. All evidence links were reviewed on 29 October 2026.

Green Education and climate awareness

Official general lecture agenda | Listed date 1 September 2025

Reported activity and university contribution

The official university agenda lists a general lecture with Buhari on Green Education and addressing climate anxiety through responsible education. It gives a 1 September 2025 date and Auditorium H. Zaini Razak as the location. The associated university-branded poster specifies the 2025/2026 odd semester and describes arrangements for new and continuing students. The current agenda marks the event as completed. [01]



Figure 1. Original university poster for the Green Education general lecture; this is an announcement image.

Climate relevance and evidence limits

The evidence establishes an explicit climate-education topic and an institutional event listing. It is relevant to the education direction of target 13.3. The poster and calendar status do not establish actual attendance, the content delivered, participant knowledge or a change in climate anxiety.

Evaluation and supporting records

A useful evaluation would examine whether learners can distinguish mitigation and adaptation, identify credible information and explain realistic actions. Any assessment of anxiety would need an appropriate instrument and careful handling; a lecture announcement is not a mental-health outcome.

Retain the invitation, programme, speaker materials, attendance or online participation records and an activity report. Course links or follow-up assignments would demonstrate how the topic entered learning beyond one event. Confirm delivery and participation through contemporaneous records before using a completed-activity total.

Coastal ecosystem learning at Tongke Tongke

Fisheries field visit in Sinjai | Activity 23 November 2025 | News 1 December 2025

Reported activity and university contribution

Fisheries students visited the Tongke-Tongke mangrove area as part of Aquatic Ecology and Aquatic Productivity practical learning. Guided by lecturer Damis, they observed vegetation, associated aquatic life and environmental conditions, and measured water-quality parameters. The account also describes discussion with site managers and learning about coastal protection, including abrasion and storms. [02]

Climate relevance and evidence limits

The evidence supports field learning about coastal ecosystems and hazards, with relevance to capacity building under targets 13.1 and 13.3. It does not establish a university-led mangrove

restoration project, new planting, a carbon-stock survey or reduced exposure of coastal households.

Learning area	Evidence to retain
Ecosystem observation	Dated field records and practical reports.
Water measurements	Methods, equipment and recorded observations.
Hazards and management	Learning materials and reflection on community management.

Evaluation and supporting records

Learning assessment could ask students to relate observations to coastal management choices and distinguish ecosystem condition from protection outcomes. Recorded field observations and supervisor feedback would provide stronger evidence than a visit alone. Any future adaptation project should involve local users and site managers in identifying risks and feasible action.

Retain the assignment, practical guide, field logs, measurement methods and student reports. If restoration or carbon assessment is later undertaken, document its boundary, methods, baseline and monitoring separately. Participation at a mangrove site must not be converted into a sequestration estimate.

Research on agricultural water availability

Carawali irrigation area | Research in 2025 with journal publication in 2026

Reported activity and university contribution

A university news item dated 2 August 2025 describes Nurul Anugrah's work on rice-field water balance in Carawali. The later journal article identifies Nurul Anugrah, Reza Asra and Trisnawaty AR with UMS Rappang affiliations. Its abstract dates the study to February–June 2025 and describes analysis using irrigation discharge, rainfall, climatology and cropping information from 2017–2024. [03, 07]



Figure 2. Photograph accompanying the university news account of the Carawali water-balance research.

Climate relevance and evidence limits

Water-balance analysis is relevant to understanding seasonal agricultural constraints and potential adaptation choices. The journal account describes periods of surplus and deficit, but does not establish that a management recommendation was implemented or that farmers became less vulnerable to climate hazards.

Evaluation and supporting records

The university news describes publication in 2025, while the formal journal record gives 30 April 2026. This report counts the study as 2025 research activity, using the later article as corroboration, and does not count it as a 2025 journal publication. The institutional research record should reconcile the timeline.

Retain the dated study report, datasets, calculations and any partner engagement record. Assess whether findings informed actual irrigation decisions. The observed seasonal pattern is not, by itself, attribution to long-term climate change or a forecast of future conditions.

Village environmental planning in Carawali

KKN cohort 7 programme seminar | Activity and report 15 July 2025

Reported activity and university contribution

The Carawali village government reports a KKN programme seminar involving UMS Rappang students and representatives of other universities. UMS Rappang presented eight planned activities, including a Green Corner village garden and environmental learning space, and SABERSI community environmental cleaning. Village representatives and residents attended the presentation and provided input. [04]



Figure 3. Photograph accompanying the Carawali village government report on the KKN programme seminar.

Climate relevance and evidence limits

The documented output is a programme-planning and consultation event. It provides an enabling context for community environmental work, rather than direct evidence of climate adaptation or mitigation. A completed garden, maintained vegetation or continuing education programme is not established by the planning account.

Evaluation and supporting records

To develop an explicit climate contribution, partners would first need to identify the local hazard or emissions source addressed. A green space might have several purposes; its design, users and ongoing maintenance should be documented before claiming heat adaptation, water benefits or carbon storage.

Retain the seminar record, proposed workplan, village feedback and subsequent implementation evidence. Verify location, planting or construction, maintenance and use through dated records. Do not count earlier reforestation stories from other years as 2025 delivery.

Organic waste training as an enabling activity

Fisheries community service in Kulo | News published 29 July 2025

Reported activity and university contribution

A UMS Rappang community service team led by Muhammad Bibin introduced Black Soldier Fly larval cultivation to Kulo residents. The account describes enclosure preparation, maintenance and harvesting using household food and vegetable residues. Potential outputs discussed include larvae for feed and residual material for organic fertiliser. [05]



Figure 4. Photograph accompanying the university report on BSF organic-waste training in Kulo.

Climate relevance and evidence limits

The reported activity is waste-processing education, with its strongest direct link to SDG 12. Its inclusion here is as a potential enabling activity. The source does not report methane measurements, a greenhouse-gas assessment or verified avoided disposal.

Evaluation and supporting records

A climate assessment would need to compare the actual prior waste route with the alternative process, including inputs, energy, outputs and remaining residues. Without that comparison, this

report makes no mitigation estimate. A demonstration is also different from continuing processing at household or village scale.

Retain training records and subsequent material-flow logs if processing continued. Verify the quantities and destinations of inputs and products before considering a climate calculation. Product suitability and economic returns should be assessed separately from any claimed emissions benefit.

Cycling participation as an enabling activity

Sipodeceng village and KKN students | Activity 24 August 2025 | Report 25 August 2025

Reported activity and university contribution

The Sipodeceng village government and UMS Rappang KKN cohort 7 students co-organised Gowes Ri Sipodeceng. The village account describes a recreational ride along village roads, involving residents, young people, cycling groups and community figures. Students supported preparation and delivery of the event. [06]



Figure 5. Photograph associated with the village government report on Gowes Ri Sipodeceng.

Climate relevance and evidence limits

The evidence establishes a community cycling event. It may support awareness of active mobility, while its direct emphasis is recreation, health and social participation. It does not establish everyday commuting changes, replacement of motorised trips or an emissions reduction.

Evaluation and supporting records

A future climate-related mobility assessment should distinguish a special-event ride from travel that would otherwise have used a motor vehicle. It should record frequency, distance, travel mode and barriers to continued cycling. Safe and inclusive access should be reviewed alongside any environmental objective.

Retain the event plan, route, organiser confirmation and available attendance. If routine travel changes are evaluated, use consistent observations or surveys and document the counterfactual carefully. Do not multiply event participants by an assumed carbon saving.

Institutional climate governance and operations

A complete institutional climate account requires more than activity narratives. The reviewed sources do not supply a verified 2025 greenhouse-gas inventory, an approved institutional reduction target or a complete climate risk assessment. These omissions in the public evidence should be treated as areas for verification, rather than proof that no internal work exists.

Area	Evidence needed for institutional reporting
Governance	Approved responsibilities, a reporting boundary, review arrangements and decisions linking climate priorities to implementation.
Energy and emissions	Electricity and fuel records, equipment and relevant other sources, documented calculations and the factors and year used.
Targets and plans	An approved baseline, target period, covered emissions and an implementation plan with progress review.
Climate risk and adaptation	Location-specific hazards, exposed people and assets, vulnerability assessment and documented response priorities.
Education and capacity	Course plans, lecture materials, attendance, assessments and evidence of applying learning.
Community partnerships	Agreed roles, locally identified priorities, implementation records and follow-up outcomes.

A suitable accounting reference

The GHG Protocol Corporate Standard provides a framework for organisational greenhouse-gas inventories and explicitly includes universities among its users. It distinguishes organisational accounting from quantifying mitigation projects for offsets. It can inform a future institutional inventory; citing the standard does not mean UMS Rappang has implemented or been verified against it. [09]

No unsupported carbon totals

This report does not calculate emissions from attendance, photographs, green-space proposals or general descriptions of waste processing. Claims about neutrality, net zero or offsets would require their own evidence and are not made here. Operational records should be checked before reporting quantities or reductions.

Monitoring climate education and outcomes

The measures below are proposed for institutional validation. They are not approved targets or measured 2025 results. Six selected cases include a calendar listing, learning and research, a planning event and supporting environmental activities; they are not a uniform total of completed climate interventions.

Measure	Definition and verification	Evidence position
Climate learning delivery	Confirmed sessions, participants and materials, separated from agenda listings.	Explicit lecture listing available; completion records needed
Learning and application	Assessed understanding and documented use of knowledge in practical work or decisions.	No consolidated outcome assessment
Adaptation research use	Dated findings linked to a documented decision and follow-up at a defined location.	Water study and coastal learning reported; risk reduction unmeasured
Community implementation	A plan linked to delivery, maintenance and partner confirmation.	Carawali plans reported; completion not established
Operational emissions	Defined annual inventory using verified activity data and documented accounting choices.	No university-wide 2025 result verified
Mitigation effect	Credible comparison of the project with a defined baseline and full relevant process boundary.	No reduction estimate established
Resilience and preparedness	Hazards, vulnerability, implemented measures and results using consistent indicators.	Institutional evidence needed
Travel behaviour	Routine trips, modes and distances kept separate from recreational event participation.	Cycling event reported; modal shift unmeasured

Interpreting adaptation progress

Knowledge generation is a useful early step but differs from reduced exposure or vulnerability. Document how a finding informed a practical decision, who implemented it and whether conditions improved. Avoid attributing every weather-related difficulty to climate change without an appropriate analysis.

Coverage and comparability

Use consistent locations, periods and populations when comparing results. Explain missing records and changes in activity levels. If the reporting boundary changes, make that visible. Keep research activity, publication and dissemination dates separate so that progress is not shifted between years.

Recommended actions and institutional review

The following actions are recommendations for consideration. They are not statements of approved commitments or completed implementation.

Priority	Proposed action	Suggested coordinating function
Confirm education delivery	Assemble the Green Education programme, speaker materials, attendance and evaluation.	Academic and student affairs functions
Reconcile research dates	Confirm the 2025 water study and distinguish acceptance, dissemination and formal 2026 publication.	Research authors and publication coordination
Follow up field learning	Retain mangrove practical outputs and identify any subsequent community or research application.	Fisheries programme
Verify environmental implementation	Check which Carawali proposals and Kulo practices continued after the initial activity.	Community service teams and village partners
Establish an operational baseline	Collect relevant energy and other activity records, agree the boundary and document calculations.	Facilities and relevant management functions
Review risks and publish	Identify institutional adaptation priorities, validate claims and release an approved report with its actual date.	Institutional leadership and SDG reporting coordination

Practical evidence package

For each case, retain the brief, assignment or agreement, attendance or partner confirmation, dated images, materials and outputs. Add follow-up evidence where a result is claimed. For climate calculations, preserve the underlying activity data, units, factors, assumptions and comparison method so that the result can be reviewed.

Overall assessment

The 2025 record supports a cautious account of climate-themed education, adaptation-relevant learning and research, and environmental activities that could inform future climate work. The next reporting step is to connect these contributions with verified delivery, use of knowledge and measurable operational or resilience outcomes.

Approval and publication

Responsible units should check their accounts before approval. The public version should state the activity reporting period, actual release date and approved version. Later corroborating evidence should remain clearly identified, as with the 2026 journal record of work conducted in 2025.

Evidence and image register

Original titles are retained for retrieval. All links were reviewed on 29 October 2026. Sources [01] to [06] correspond to the six case sections.

[01] Kuliah Umum Green Education Mengatasi Kecemasan Iklim melalui Pendidikan yang Bertanggung Jawab. UMS Rappang official agenda. Listed for 1 September 2025. Read evidence

[02] Mahasiswa Prodi Ilmu Perikanan UMS Rappang Kunjungan Edukasi ke Hutan Mangrove Tongke Tongke Sinjai. Ajatappareng Online. Published 1 December 2025; activity 23 November 2025. Read evidence

[03] Mahasiswa Agroteknologi UMS Rappang Lulus Tanpa Skripsi Publikasi di Jurnal SINTA 3. UMS Rappang website. 2 August 2025. Read evidence

[04] Seminar Program Kerja KKN UMS Rappang Angkatan 7 Tahun 2025 di Desa Carawali Wujud Sinergi Mahasiswa. Carawali village government. 15 July 2025. Read evidence

[05] Dosen Ilmu Perikanan UMS Rappang Perkenalkan Teknologi Biokonversi Sampah Organik dengan Maggot BSF. UMS Rappang website. 29 July 2025. Read evidence

[06] GOWES RI SIPODECENG. Sipodeceng village government. 25 August 2025. Read evidence

[07] Nurul Anugrah AN, Reza Asra and Trisnawaty AR. Analysis of Rice Field Water Balance in Carawali Irrigation Area in Sidenreng Rappang District. Journal Galung Tropika 15(1), 96–108, published 30 April 2026. Later corroboration of a February–June 2025 study. Journal record

[08] United Nations Department of Economic and Social Affairs. Goal 13 targets and indicators

[09] GHG Protocol. Corporate Standard and organisational inventory guidance

Image provenance and source credits

Figure 1 is the original lecture poster from [01]. Figures 2 to 5 reproduce source photographs from [03] to [06], respectively. They illustrate the source accounts and do not independently establish delivery, participation totals or climate outcomes. The mangrove photograph remains linked through [02] and is not reproduced. No replacement activity photographs were generated.

The university water-study news credits Ajatappareng Online, and the BSF news credits InfoBuzzPress. Village pages provide local-government accounts. Preserve source credits and confirm image reuse permissions before public release. Retain dated evidence copies and resolve the research chronology through original institutional records.

SDG 14 Life Below Water

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented contribution to SDG 14 in 2025 centres on coastal field education, marine environmental research and practical fisheries skills. The reviewed evidence records a mangrove learning visit, a coauthored study of the Makassar Strait, a seaweed research funding award, an industry internship and fisheries knowledge dissemination through JIKAN. These establish learning opportunities and scientific outputs, with different levels of evidence for delivery and results.

Contribution	Documented evidence
Coastal ecosystem education	Tongke-Tongke mangrove visit on 23 November 2025
Marine science	Makassar Strait environmental study published in April 2025 using 2020–2023 data
Research development	2025 funding awarded for a seaweed environmental modelling project
Technical learning	Reported maintenance of seawater intake filters during a fisheries internship
Knowledge dissemination	JIKAN Volume 5 Number 1 published in April 2025

Main conclusion

The evidence is strongest for education, research capacity and publication. It does not establish restored marine habitat, reduced marine pollution, sustainable fish-stock status or measured benefits to coastal livelihoods. The report explains how each activity relates to SDG 14 and identifies the records needed to assess further progress.

Purpose and reporting status

This evidence-based institutional report includes three source photographs, a journal image and a cropped research title with author affiliations. It supports institutional review and public reporting. Preparation in 2026 for the 2025 reporting period does not establish that this report was published in 2025. Institutional approval remains subject to the university's actual review process.

Scope and evidence method

This report is a selective review of publicly accessible university news, a contemporary external news account, journal metadata and research PDFs. Sources were reviewed on 29 October 2026.

Coverage follows the Fisheries Science programme and its documented educational and scholarly work; it is not a complete audit of university water management or marine partnerships.

Reporting boundaries

Activity year, news date, journal publication year and underlying data period are recorded separately. An article published in 2025 may analyse earlier observations or describe activities completed in a previous year. A funding announcement supports an awarded project, while a completed study requires its own results or completion record.

Freshwater fisheries can support related sustainability goals, but they are not automatically evidence of marine conservation. A tilapia training article in a 2025 journal issue reports delivery in October–December 2024. It is retained in the screening record and excluded from 2025 activity totals. [6]

Relationship to SDG 14

The UN goal concerns conservation and sustainable use of oceans, seas and marine resources. The clearest thematic links here are target 14.2 on marine and coastal ecosystems and target 14.a on scientific knowledge, research capacity and marine technology. These are interpretive links to target directions, not measurements of UN national indicators or determinations of ranking eligibility. [8]

Evidence type	Interpretation used
Reported educational activity	Shows a learning opportunity; participation and competency require programme records.
Published research	Shows a scholarly output; data year and university author affiliation are checked.
Research funding award	Shows support secured for research; completion and adoption are not assumed.
Journal hosting	Shows dissemination capacity; hosted papers are not all university-authored.
Environmental benefit	Requires a baseline and follow-up measurement; no benefit is inferred from a photograph.

Coastal learning at Tongke Tongke

Fisheries Science programme | Activity 23 November 2025 | News 1 December 2025

Fisheries students visited the Tongke-Tongke mangrove area in Sinjai for Aquatic Ecology and Aquatic Productivity practical learning, guided by lecturer Damis. The account describes vegetation and associated aquatic-life observations, water-quality measurements and dialogue

with site managers. Students considered mangrove ecological functions and community conservation approaches. [1]



Figure 1. Field-learning photograph published with the Tongke-Tongke mangrove visit report. Source [1].

Contribution and documented output

The visit connects classroom learning with coastal ecosystem observation. It is relevant to the knowledge and capacity needed for target 14.2 and to marine science education under target 14.a. The public account supports an educational activity; it does not establish university-led planting, restoration area, increased biodiversity or improved fish recruitment.

Assessment and follow up

The programme should retain the practical guide, field attendance, measurement sheets and student reports. Assessment can examine whether students interpret observations, explain ecosystem relationships and identify feasible management questions. Repeated observations at agreed sites would support future ecological monitoring, subject to suitable methods and cooperation with site managers. These are proposed next steps rather than reported 2025 outcomes.

Marine environmental research in the Makassar Strait

Coauthored research | Published 24 April 2025 | Observations cover 2020 to 2023

The study Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020–2023 was published in JIKAN. The PDF identifies Hasrianti with UMS Rappang's Fisheries Science programme and coauthors with two other higher education institutions. It uses AQUA MODIS remote-sensing data, geographic information systems and inverse-distance weighting to examine marine environmental variation. [4, 9]

SPASIAL-TEMPORAL KONDISI LINGKUNGAN PERAIRAN SELAT MAKASSAR 2020-2023

Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020-2023

Rini Sahni Putri[1*], Hasrianti[2] dan Muh. Ikhsan Idrus[3]

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Figure 2. Cropped title and author affiliations from the published research PDF, page 116. Source [4].

Scientific contribution

The paper describes spatial and temporal patterns in sea-surface temperature, chlorophyll-a and currents. This provides a marine knowledge output relevant to target 14.a and potentially useful for ecosystem questions under target 14.2. Its publication in 2025 is distinct from its 2020–2023 observation period. It is not a new 2025 field survey or proof of a marine management intervention.

Interpretation and use

Environmental maps can inform subsequent research questions, but application to fisheries decisions requires validation and engagement with users. The paper does not establish restored stocks, reduced pollution or an operational forecasting service. Differences between the landing-page and PDF author affiliations should be resolved in the institutional research record; this report uses the PDF to establish the UMS Rappang coauthor.

Records for institutional verification

Retain the final PDF, publication metadata, author affiliation confirmation, data provenance and analysis files where available. Any later management use should be documented separately through the decision, users, date and follow-up assessment.

Research support for sustainable seaweed cultivation

Laikang Bay research project | Funding announcement 25 August 2025

The university announced that Fisheries Science lecturer Damis secured funding for the 2025 research programme. The project concerns an aquatic environmental model to support seaweed cultivation in Laikang Bay. The stated aim is to develop data-based understanding that can support more sustainable cultivation conditions. [2]



Figure 3. Portrait published with the university research funding announcement. It is not a fieldwork photograph. Source [2].

Contribution and evidence status

The award demonstrates support for a marine aquaculture research question and is relevant to research capacity under target 14.a. Its proposed environmental focus may support target 14.2 if findings inform cultivation choices and ecosystem safeguards. The public announcement establishes an awarded project and intended purpose, without confirming a completed model, field dataset or adoption by producers.

Evaluation priorities

Institutional follow-up should distinguish funding, research delivery, scientific output and practical application. Useful records include the award decision, project period, approved protocol, sampling plan, water-quality observations and final report. A later account of producer engagement should identify who used the findings and how decisions changed. Yield, income and environmental improvements should be reported only when independently supported by appropriate measurements.

Practical skills in seawater intake maintenance

Fisheries industry internship | University report 24 March 2025

A university account describes Fisheries Science interns working with field technicians to inspect seawater supply pipes, identify blockages and clean filters. Nur Zafitri and Futry Syahrir are named as participating students. The reported routine is twice monthly and concerns debris entering water supplied for aquaculture. [3]



Figure 4. Photograph accompanying the report on fisheries interns and seawater pipe maintenance. Source [3].

Contribution and limits

Supervised maintenance provides a practical setting for understanding water intake systems, equipment care and aquaculture operations. Its relevance is primarily technical capacity associated with target 14.a. An intake screen removes material before water enters a production system; this activity does not demonstrate treatment of discharged wastewater or reduction of pollution entering the sea.

Evidence needed to assess learning

Retain placement agreements, dates, supervisor records, maintenance logs and competency assessments. The twice-monthly routine should not be converted into an annual total because the source does not establish a full year of participation. A stronger assessment would document students' ability to identify problems, follow operating procedures and record maintenance findings. Environmental performance would need separate water-quality and discharge evidence, including sampling locations and methods.

Disseminating fisheries knowledge through JIKAN

Institutional journal | Volume 5 Number 1 April 2025

JIKAN is managed by UMS Rappang's Fisheries Science programme in the Faculty of Science and Technology. The April 2025 issue, dated 25 April on its issue page, contains ten article entries covering marine, aquaculture and fisheries topics. The university also published an institutional news item about the issue. [5, 7]



Figure 5. Journal identity image accompanying the university news item. This is a publication image rather than an activity photograph. Source [5].

Contribution to marine knowledge

The issue includes seaweed growth, shrimp water quality, marine fish and Makassar Strait environmental analysis alongside freshwater and other fisheries subjects. Journal provision helps make research accessible and supports scientific exchange relevant to target 14.a. Marine relevance should be assessed article by article; the entire issue cannot be treated as ten UMS Rappang-authored marine studies.

Avoiding duplicate output counts

The Makassar Strait paper discussed earlier is part of this issue. It is one research output, while hosting the issue is an institutional dissemination activity. These are different contributions and should not be added together as independent research publications. Issue-level and article-level publication dates should each retain their own metadata.

Follow up

The editorial team should retain an issue archive, article metadata and stable full-text links. Programme reporting can identify university-affiliated authors separately from external contributors. Evidence of use, such as a documented teaching application or partner discussion, would strengthen understanding of the journal's contribution beyond availability.

Progress assessment against SDG 14

The evidence presents a coherent contribution through education, research and dissemination. Its practical strength is the connection between a coastal learning setting, marine environmental analysis and fisheries skills. The reviewed records do not provide a quantified university-wide marine conservation result.

SDG direction	Evidence in this report	Assessment
14.2 Marine and coastal ecosystems	Mangrove learning and environmental research	Knowledge and learning contribution; no measured habitat restoration.

SDG direction	Evidence in this report	Assessment
14.a Marine science and capacity	Coauthored study, funding award, internship and journal	Documented outputs or capacity opportunities, with delivery limits explained.
14.1 Marine pollution	No direct pollution-reduction measurement identified	Intake maintenance does not establish reduced marine discharge.
14.3 Ocean acidification	No sustained acidity monitoring programme identified	A practical pH observation alone would not establish a long-term programme.
14.4 and 14.5 Stocks and protection	No stock-recovery or protected-area result identified	No attainment claim made.
14.b Small-scale fishers	No verified access-rights or market intervention in the selected sources	No legal, access or market outcome claimed.

What can be reported confidently

UMS Rappang can describe the five evidence areas using their respective dates, source links and output types. The mangrove visit and internship are reported educational activities; the marine paper is a 2025 publication using earlier observations; the seaweed project is an awarded research initiative; and JIKAN is a dissemination platform. These categories should remain distinct.

What remains unmeasured

The selected sources do not provide a consolidated student participation total, an institution-wide marine research budget, hectares restored, debris avoided, changes in fish stocks or verified livelihood gains. Missing values should remain unreported until supported by records; they should not be recorded as zero or estimated from photographs.

Monitoring and improvement priorities

The following measures are recommendations for future reporting and institutional validation. They are not presented as approved commitments or achieved 2025 results. Programme managers can select measures that match their actual activity boundaries and available records.

Area	Proposed measure	Supporting record
Field education	Unique participants, practical completion and assessed skills	Attendance, assessment rubric and anonymised field reports
Marine research	Projects and outputs with confirmed UMS affiliation	Award records, final reports and publication metadata
Research expenditure	Marine research expenditure and denominator if calculating a share	Finance-validated project classification and expenditure records

Area	Proposed measure	Supporting record
Technical internships	Placement duration and demonstrated competencies	Agreements, supervisor assessments and maintenance logs
Community engagement	Coastal partner needs and documented use of findings	Consultation notes, agreed actions and follow-up records
Environmental outcomes	Site-specific change where an intervention actually occurs	Baseline, methods, repeat measurements and responsible partner

Recommended sequence

First, consolidate the five evidence areas into a university register with one record for each distinct project or activity. Second, validate dates, roles and participation with the relevant programme and research unit. Third, attach the underlying outputs, including field reports and research results. Finally, assess which activities justify environmental follow-up and publish only validated findings.

Publication and accountability

Before release, the university should review the factual statements, confirm image attribution and approve the report through its normal process. The public page should display the actual publication date and provide stable evidence links. Corrections should preserve a clear version history. A report covering 2025 can be published later, but its reporting year and release date must remain separate.

Evidence register and source links

All links below were reviewed on 29 October 2026. Photographs and the journal identity image are reproduced from the cited news pages; the research title crop comes from the original PDF. Images identify their source context and do not prove attendance totals or environmental outcomes.

Source 1 Ajatappareng Online

Mahasiswa Prodi Ilmu Perikanan UMS Rappang Kunjungan Edukasi ke Hutan Mangrove Tongke-Tongke Sinjai. 1 December 2025; activity dated 23 November 2025. Open evidence source

Source 2 UMS Rappang

Membanggakan Dosen Ilmu Perikanan UMS Rappang Lolos Pendanaan Program Penelitian Tahun 2025. 25 August 2025. Funding announcement. Open evidence source

Source 3 UMS Rappang

Mahasiswa UMS Rappang Asah Keterampilan di Magang Industri Perikanan. 24 March 2025. Internship account. Open evidence source

Source 4 Putri, Hasrianti and Idrus in JIKAN

Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020–2023. Volume 5 Number 1, pages 116–126, April 2025. DOI 10.55678/jikan.v5i1.1984. Full text. Open evidence source

Source 5 UMS Rappang

Prodi Ilmu Perikanan UMSRappang Terbitkan Edisi Terbaru Jurnal Sains dan Teknologi Perikanan JIKAN. 25 August 2025. Institutional dissemination news. Open evidence source

Additional sources and verification notes

Source 6 Surianti and colleagues

Innovation in Tilapia Cultivation Techniques to Increase Productivity and Quality of Fishery Products in Sidrap. Volume 1 Number 1, 2025. Methods date training to October–December 2024; excluded from 2025 activity claims. Open evidence source

Source 7 JIKAN

Volume 5 Number 1 April 2025. Issue metadata dated 25 April 2025. Ten article entries, including the Makassar Strait paper.bOpen evidence source

Source 8 United Nations Department of Economic and Social Affairs

Goal 14 targets and indicators. Reference framework for thematic mapping. No national indicator attainment is asserted. Open evidence source

Source 9 JIKAN article record

Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020–2023. Article metadata dated 24 April 2025. Use together with the full text in source 4. Open evidence source

Verification decisions

The 2025 publication of the tilapia training report is not evidence that training occurred in 2025. The marine paper's observation period is retained as 2020–2023. The funding announcement is not counted as a completed study. Journal-hosted outputs are distinguished from university-authored outputs. These decisions maintain a consistent annual reporting boundary.

Source photographs remain in their original context. The portrait accompanying the funding announcement is identified as a portrait; the journal image is identified as a publication image. The cropped research heading preserves the title and affiliations so readers can check the university's documented role.

SDG 15 Life on Land

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's public record for 2025 documents freshwater invasive-species research publication and communication, mangrove ecosystem learning and practical agricultural education. Organic-waste bioconversion training provides a supporting connection to soil-resource management. The university also disseminates externally authored work through its journal platform, including a botanical garden study published in 2025.

Evidence area	Contribution covered
Freshwater biodiversity	Research on invasive sailfin catfish in Lake Sidenreng
Forest and wetland learning	Tongke-Tongke mangrove ecology field visit
Agricultural land skills	Precision fertilisation, Carawali land preparation and BSIP internship
Soil-resource awareness	Bioconversion training with potential organic fertiliser use
Knowledge dissemination	Botanical garden research published in a UMS Rappang journal

Main conclusion

The strongest direct SDG 15 links concern knowledge about invasive species in an inland freshwater ecosystem and field learning about mangrove habitat. Agricultural activities demonstrate skills development with potential relevance to soil management. The selected sources do not establish restored hectares, verified improvements in soil condition, increased native-species abundance or a university-wide biodiversity management programme.

Purpose and status

This report provides seven detailed evidence areas with six source photographs, a cropped research title and clickable links. It distinguishes completed learning activities, published knowledge and potential environmental benefits. It was prepared in 2026 for the 2025 reporting period and requires institutional factual review before public release. It does not establish publication of this report during 2025.

Scope and evidence approach

Coverage includes selected educational activities, community outreach and scholarly outputs associated with UMS Rappang. Sources include official university news, an external contemporary news account, journal PDFs and publisher metadata. Sources were reviewed on

29 October 2026. This is an evidence-based account of selected contributions, rather than a census of campus biodiversity or a land-condition audit.

Meaning of SDG 15 in this report

SDG 15 addresses terrestrial and inland freshwater ecosystems, forests, land degradation and biodiversity. Relevant directions are target 15.1 on ecosystems, target 15.2 on forests, target 15.3 on degraded land and soil, target 15.5 on habitats and species, and target 15.8 on invasive alien species. The links below are thematic interpretations and do not measure UN national indicators. [13]

Evidence category	Reporting rule
Freshwater research	Inland lakes fall within the goal's ecosystem scope; publication year is separated from sampling year.
Mangrove field education	Habitat learning is distinguished from restoration, reforestation or protected-area management.
Agricultural activity	Cultivation and fertilisation are not automatically evidence of land restoration or biodiversity protection.
Bioconversion outreach	Training about organic fertiliser does not prove an improvement in soil health.
Journal publication service	Externally authored research is attributed to its actual authors; the university's role is dissemination.

Dates and attribution

The BAWAL paper was published in 2025 but reports sampling in October–November 2024. The March 2025 university news about gill-net research refers to a 2024 AACL Bioflux article. Both support a 2025 publication or communication contribution, with earlier research dates retained. They are not counted as new 2025 field experiments. [8, 10]

Research supporting freshwater invasive species management

Lake Sidenreng | Research publication and communication in 2025

A BAWAL paper accepted for publication on 25 August 2025 lists Devi Permatasari, Hasrianti and Damis with UMS Rappang affiliations. It analyses reproduction in 164 female sailfin catfish, reporting an estimated length at first gonadal maturity of 214.12 mm. The methods date sampling and laboratory work to October–November 2024. This is a 2025 scientific output using earlier data. [9]



Figure 1. Fish photograph accompanying the university news about invasive sailfin catfish research. Source [8]; not evidence of a 2025 sampling date.

Contribution to SDG 15

The work supplies biological knowledge relevant to invasive-species management under target 15.8 and freshwater ecosystem conservation under target 15.1. It informs questions about control strategies but does not establish a sustained fall in the lake-wide population or recovery of other species.

Research communication and interpretation

University news dated 22 March 2025 also describes gill-net research with IPB. The underlying AACL Bioflux article is dated 2024. Its 94% figure describes the share of sailfin catfish in the reported catch, not a 94% reduction in the lake population. Before recommending wider use, partners should assess selectivity, non-target catch and ecosystem outcomes. Retain publication records and any dated records of management application. [8, 10]

Mangrove ecosystem education at Tongke Tongke

Fisheries Science programme | Visit 23 November 2025 | News 1 December 2025

Students visited the Tongke-Tongke mangrove area in Sinjai for Aquatic Ecology and Aquatic Productivity practical learning under lecturer Damis. The report describes observations of vegetation zonation, substrate, tree density and natural regeneration, as well as associated aquatic life and water-quality measurements. Discussion with managers addressed community conservation and pressures on the habitat. [1]



Figure 2. Photograph published with the Tongke-Tongke field-learning report. Source [1].

Contribution and documented output

The activity helps students connect forest and wetland ecology with field observation. Its SDG 15 relevance concerns ecosystem and habitat knowledge under targets 15.1, 15.2 and 15.5. The same coastal setting is relevant to SDG 14; reporting across goals should retain one activity identity rather than duplicate participant totals.

Outcome boundary and follow up

The account does not establish tree planting, university-led restoration, an increase in forest area or improved species status. Field guides, attendance, observation sheets and assessed student reports would strengthen the evidence of learning. A future monitoring arrangement could identify fixed observation sites and repeatable methods with site managers. Any subsequent restoration activity should have its own baseline, intervention description and follow-up record.

Learning about precision nutrient management

Agrotechnology MBKM programme | University report 18 November 2025

The Agrotechnology programme reported students practising fertilisation during MBKM placements. Supervisor Nining Triani Thamrin describes nutrient-map-based practice on vegetable land, with attention to identifying local nutrient deficiencies or excesses and adjusting recommendations to conditions. The account frames the activity as practical learning in land management. [2]



Figure 3. Original image published with the university report on precision fertilisation practice. Source [2].

Relevance to land stewardship

Understanding how nutrient recommendations relate to local conditions can support more informed agricultural decisions. This is an enabling contribution potentially related to the soil-management direction of target 15.3. It does not establish restoration of degraded land, reduced fertiliser use or lower nutrient losses. The underlying map, sampling procedure and applied rates are not supplied in the news account.

Assessment and evidence needs

Programme records should confirm the site, placement dates, participating students and the technical exercise completed. Retain the nutrient map, test results, recommendations and supervisor assessment. Learning assessment can examine whether students interpret variation and justify management choices. Environmental evaluation would need suitable soil

measurements and documented practice over time; a single practical session cannot establish improved soil condition.

Community based land management learning in Carawali

Agrotechnology programme | University report 21 October 2025

Agrotechnology students carried out land preparation in Carawali through MBKM and a village support programme focused on household food security and agricultural entrepreneurship. The report names Nining Triani Thamrin as supervisor and describes engagement with village government and community learning about agricultural land management. [3]



Figure 4. Photograph accompanying the university account of land preparation in Carawali. Source [3].

Contribution and interpretation

The activity establishes a practical university–community learning setting. Its strongest documented purpose concerns agricultural skills and food security. It can support future land-stewardship work if soil protection, habitat retention and suitable land use are incorporated and documented. Its relationship to target 15.3 is therefore conditional, rather than evidence that degraded land has already been restored.

Records and evaluation

Retain the activity date, site boundary, prior land use, participation record and practical learning outputs. Preparation of a plot alone does not establish its original condition or environmental effect. Further reporting should explain management choices and assess whether these support soil protection. Site-specific records could include soil condition, vegetation retained, ground cover and maintenance, alongside the programme's food-production objectives. These are proposed evaluation fields, not established 2025 results.

Agronomic skills through the BSIP internship

BSIP Aneka Umbi Lanrang | University report 22 March 2025

Agrotechnology interns practised fertilisation of sweet potato at the BSIP Aneka Umbi Lanrang display garden. The university report identifies Beta 1, Beta 2 and Beta 3 varieties and supervision by technician Wahyu Triadi Kamaruddin. Guidance addressed fertiliser application in relation to crop needs. [4]



Figure 5. Photograph published with the report on sweet-potato maintenance at the BSIP display garden. Source [4].

Contribution to practical land knowledge

The placement provides supervised experience in crop husbandry and connects higher education with an agricultural technical institution. Its contribution to SDG 15 is indirect: relevant agronomic skills may help inform soil-management decisions when environmental safeguards and monitoring are included. Handling three named varieties is not evidence of genetic-resource conservation or fair access and benefit-sharing under target 15.6.

Evidence needed for stronger reporting

Retain the placement agreement, practical log, fertiliser type and rate, supervisor evaluation and relevant crop observations. Comparative outcomes require a defined method and suitable records. The account does not quantify changes in soil fertility, fertiliser efficiency or land degradation, so these outcomes are not claimed. Later reports should link technical learning to verified management decisions rather than infer environmental improvement from participation alone.

Bioconversion outreach and potential soil resource use

Kulo village | University report 29 July 2025

A UMS Rappang PKM PMM team led by Muhammad Bibin introduced organic-waste bioconversion using Black Soldier Fly larvae in Kulo. The account describes teaching about rearing structures, maintenance and harvesting, with larvae as feed and residue known as kasgot as an organic fertiliser product. [5]



Figure 6. Outreach photograph accompanying the university news about bioconversion education in Kulo. Source [5].

Contribution and boundaries

The outreach establishes community education about material recovery. Potential use of the residue in soil management connects indirectly with the land and soil direction of target 15.3. The activity is also relevant to SDG 12, but does not demonstrate soil restoration, reduced pressure on forests or biodiversity gains. No verified quantity of waste processed or fertiliser applied is supplied.

Follow up and assessment

Retain the training materials, attendance and any subsequent operating records. If fertiliser use is pursued, document product characteristics, application method and relevant soil or crop observations before drawing benefit claims. Future evaluation should distinguish people trained, units operating, material processed and environmental outcomes. Testimonials about possible income do not replace measured results, and continued support described as a plan should be reported separately from completed delivery.

Dissemination of botanical garden research

Jurnal Sains Agribisnis | Article published 25 December 2025

The UMS Rappang-published Jurnal Sains Agribisnis carried a study of agro-ecotourism potential at Pucak Botanical Garden in Maros. The article identifies all four authors with Universitas Islam Makassar. Its methods describe work in May–June 2025. The university's documented role in this case is providing the publication platform, rather than conducting or managing the garden study. [7, 11, 12]

STUDI POTENSI AGRO EDUWISATA KEBUN RAYA PUCAK KABUPATEN MAROS

STUDY OF AGRO-ECOTOURISM POTENTIAL OF PUCAK BOTANICAL GARDEN, MAROS REGENCY

Andi Tenri Angka[1)], Majdah M. Zain[2)], Helda Ibrahim[3)], Syamsul Rahman[4)]
[1), 2,3,4)]Universitas Islam Makassar, Jl. Perintis Kemerdekaan KM 9,Tamalanrea Indah, 90245

Figure 7. Cropped research title and author affiliations from the original PDF, page 214. Source [7].

Contribution to ecosystem knowledge

The paper considers the garden's biodiversity and educational potential alongside management and community-participation constraints. Dissemination makes this discussion available for scholarship and learning, with thematic relevance to ecosystem and biodiversity awareness under targets 15.1 and 15.5. Publication does not establish that UMS Rappang operates the garden, conserved species there or implemented the proposed model.

Attribution and evidence of use

Retain the article record, full text, DOI and journal publisher statement. Any subsequent use in a university course, public discussion or partner project should have its own dated record. The study must remain attributed to its authors and institution. It should not enter a count of UMS

Rappang-authored research or institution-managed conservation sites merely because it appears on the university's journal domain.

Assessment of progress and evidence gaps

The selected sources document contributions at the level of knowledge, educational delivery and dissemination. They offer a basis for more systematic reporting, while leaving ecological outcomes largely unmeasured. The assessment below separates direct topic relevance from activities that could support future land stewardship.

SDG direction	Evidence reviewed	Supported conclusion
15.1 Ecosystems	Freshwater research and mangrove field learning	Scientific knowledge and learning contribution; no measured ecosystem recovery.
15.2 Forests	Mangrove observations and conservation dialogue	Forest-related education; no university reforestation or forest-management result established.
15.3 Land and soil	Agronomic practice and bioconversion education	Enabling skills; no verified restored area or soil improvement.
15.5 Biodiversity	Invasive-species knowledge, habitat learning and journal dissemination	Relevant knowledge provision; no species-status improvement measured.
15.8 Invasive species	Sailfin catfish studies and research communication	Management-relevant research; no lake-wide control outcome established.
Other target areas	No specific evidence in the selected records	No claim about mountain protection, wildlife trafficking, genetic benefit-sharing or biodiversity finance.

Quantitative interpretation

The 164 fish in the BAWAL paper are research specimens from 2024, not a 2025 control programme total. The estimated maturity length is a biological result, not a management performance indicator. No combined beneficiary count is reported because participants may overlap across programmes and several sources provide no totals.

Institutional data still needed

A fuller SDG 15 account would require a campus and partner-site biodiversity inventory, mapped land boundaries, dated conservation measures and repeated environmental observations. The absence of these records from the selected public sources does not prove that the university has no such work; it limits the claims this report can support.

Monitoring priorities and recommended actions

These proposals are intended for institutional review. They are not approved commitments or achieved 2025 results. A practical monitoring approach should begin with the sites and programmes the university actually manages or supports.

Priority	Proposed measure	Evidence to retain
Freshwater biodiversity	Research outputs and documented use in management	Final publications, partner decisions and follow-up surveys
Invasive species	Standardised occurrence or catch records and non-target effects	Sampling protocol, effort, species identification and monitoring data
Forest learning	Unique participants and demonstrated field skills	Attendance, field sheets and assessed reports
Agricultural soils	Site-specific condition and management change	Baseline, soil tests, inputs, ground cover and repeat observations
Bioconversion	Operating units and measured material flows	Training record, weight logs and product-use records
Institutional biodiversity	Verified habitat and species register	Mapped boundaries, survey methods and dated observations

Suggested implementation sequence

First, ask the responsible academic programmes to validate the dates, roles and outputs in this report. Second, consolidate each distinct project under one activity identifier, including contributions reported under other SDGs. Third, attach the underlying field and research records. Finally, choose a limited set of ecological measurements that can be repeated reliably and interpreted with relevant partners.

Publication and accountability

Before publication, complete factual review, image-attribution checks and institutional approval through the university's normal process. The public report page should identify the actual release date and preserve accessible evidence links. Later additions should distinguish new findings from the original 2025 record and retain a clear version history.

Evidence register for activities

Sources reviewed on 29 October 2026. The six photographs are reproduced from the cited news pages and retain their source context. News publication dates are shown where exact activity dates are not stated.

Source 1 Ajatappareng Online

Mahasiswa Prodi Ilmu Perikanan UMS Rappang Kunjungan Edukasi ke Hutan Mangrove Tongke-Tongke Sinjai. 1 December 2025; visit dated 23 November 2025. Open evidence source

Source 2 UMS Rappang

Mahasiswa Agroteknologi UMS Rappang Praktikkan Pemupukan Presisi dalam Kegiatan MBKM. 18 November 2025. Open evidence source

Source 3 UMS Rappang

Mahasiswa Agroteknologi UMS Rappang Persiapkan Lahan di Desa Carawali. 21 October 2025. Open evidence source

Source 4 UMS Rappang

Magang Mahasiswa Agroteknologi UMS Rappang Optimalisasi Pemupukan Ubi Jalar di Kebun Display BSIP. 22 March 2025. Open evidence source

Source 5 UMS Rappang

Dosen Ilmu Perikanan UMS Rappang Perkenalkan Teknologi Biokonversi Sampah Organik dengan Maggot BSF. 29 July 2025. Open evidence source

Source 8 UMS Rappang

UMS Rappang dan IPB Temukan Solusi Cerdas Atasi Ikan Sapu-Sapu di Danau Sidenreng. 22 March 2025; research communication about an earlier publication. Open evidence source

Research sources and reference framework

Source 9 Permatasari and colleagues

Estimating the Size of Sailfin Catfish at First Gonad Maturity in Sidenreng Lake. BAWAL 17 number 2, 2025, pages 111–122. DOI 10.15578/bawal.17.2.2025.111-122. Sampling October–November 2024. Open evidence source

Source 10 Hasrianti and colleagues

Height and mesh size of gill nets to reduce sailfin catfish population. AACL Bioflux 17 number 6, 2024, pages 3128–3141. Earlier research underlying the March 2025 news. Open evidence source

Source 7 Angka and colleagues

Study of Agro-Ecotourism Potential of Pucak Botanical Garden Maros Regency. Jurnal Sains Agribisnis 5 number 2, 2025, pages 214–226. DOI 10.55678/jsa.v5i2.2197. Full-text source for the title crop. Open evidence source

Source 11 Jurnal Sains Agribisnis

Botanical garden article metadata. Published 25 December 2025; identifies the authors with Universitas Islam Makassar. Open evidence source

Source 12 Jurnal Sains Agribisnis

About the Journal. Identifies UMS Rappang as publisher and the Agribusiness programme as organiser. Open evidence source

Source 13 United Nations

SDG 15 targets and indicators. Framework for thematic mapping; no national indicator attainment is claimed. Open evidence source

SDG 16 Peace Justice and Strong Institutions

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's documented 2025 contribution to SDG 16 includes campus violence-prevention review, learning with the Ombudsman, public-service internships, community consultation and research on transparent digital governance. Internal quality assurance provides an additional institutional accountability process. A public satisfaction survey conducted with FISIP offers evidence of university engagement in gathering citizen perspectives on local governance.

Contribution	Evidence covered
Campus safety	PPKPT prevention evaluation meeting
Public accountability education	Ombudsman study visit involving 50 students
Citizen perspectives	FSI and FISIP public satisfaction survey involving 680 respondents
Public-service capacity	FISIP internship launch covering 38 placement locations
Institutional review and participation	Health Administration audit and Carawali consultation
Governance knowledge	Master's thesis results seminar on inclusive digital public services

Main finding

The evidence establishes educational activities, review processes and opportunities for participation. It does not establish a measured reduction in violence or corruption, improved access to justice, or demonstrated improvements in public-service performance attributable to the university. Each evidence area is therefore presented with its documented output and the additional records needed to assess results.

Reporting status

This report includes seven original source photographs and clickable evidence links. It is a 2026 synthesis of the 2025 activity period, subject to institutional factual review and approval before release. It does not establish that this report was published in 2025.

Scope and evidence method

This selective report draws on official university news and accounts published by the Ombudsman, district government and a village government. It covers seven evidence areas rather than a complete audit of institutional policy, finances or legal services. Sources were reviewed on 29 October 2026.

Relationship to SDG 16

The most relevant UN target directions are reducing violence under 16.1, effective and accountable institutions under 16.6, inclusive and responsive decision-making under 16.7, and public access to information under 16.10. Learning about complaint mechanisms also supports understanding of rights and institutional remedies. These are thematic links rather than measurements of UN indicators or a determination of ranking eligibility. [8]

Type of evidence	Interpretation
Meeting and review	Demonstrates a reported process; subsequent implementation requires its own record.
Study visit and internship launch	Demonstrates a learning opportunity; completion and competency are separate results.
Citizen survey	Reports respondents' perceptions; does not prove objective service quality or causal effects.
Research seminar	Demonstrates academic examination; policy adoption and service changes are not assumed.
Village consultation	Shows a forum for input; proposed projects are not treated as completed.
Internal academic audit	Supports quality accountability; it is not a financial or anti-corruption audit.

Numbers and dates

The 50 students, 680 respondents and 38 placement locations describe different units and cannot be added into a beneficiary total. Activity dates are separated from publication dates. The survey's data-collection period is distinct from the presentation and news dates. Undated current web features are not used to establish that a policy or service operated throughout 2025.

Campus violence prevention and oversight

PPKPT evaluation | Activity 22 October 2025 | News 31 October 2025

UMS Rappang's violence prevention and handling task force, PPKPT, met with the Vice Rector for Student Affairs on 22 October 2025. The account describes evaluation of prevention policies and programmes, including oversight of student activities. It identifies planned strengthening through programme and faculty recommendations, activity suitability review and schedules naming responsible persons. [1]



Figure 1. Photograph published with the university account of the PPKPT evaluation meeting. Source [1].

Contribution and documented output

The meeting is evidence of an institutional prevention review relevant to target 16.1. Attention to responsibilities and oversight also relates to accountable institutional processes. The source establishes a review and stated follow-up direction; it does not establish that every proposed mechanism was implemented or that violence declined.

Assessment and follow up

Retain the task-force appointment, meeting minutes, agreed actions and dated evidence of implementation. A stronger assessment would examine awareness of reporting routes, timely support and compliance with the activity-review process. Any aggregate reporting on cases should protect identities and explain definitions and reporting periods. A low number of reports alone cannot demonstrate safety because awareness and willingness to report may vary. No case total or reduction rate is inferred here.

Learning about public service oversight with the Ombudsman

Public Administration and HIMAP | Makassar | 12 June 2025

The South Sulawesi Ombudsman office reports receiving 50 UMS Rappang Public Administration students on 12 June 2025. Programme head Hardianti and lecturers Yayuk Astuti and Hariyanti Hamid accompanied them. The learning session covered complaint reporting, verification and follow-up concerning maladministration, followed by discussion of the Ombudsman's role and cases. [2]



Figure 2. Photograph published by the Ombudsman with its account of the HIMAP study visit. Source [2].

Contribution to SDG 16

The visit connects public-administration education with an external oversight institution. Understanding how complaints are handled is relevant to accountability under target 16.6 and to informed participation in institutional processes. It is an educational contribution; it does not establish that students provided legal representation or resolved public complaints.

Learning assessment and evidence needs

Retain the visit agenda, attendance and associated course assignment. Learning could be assessed through an anonymised case exercise requiring students to identify the responsible institution, explain a reporting pathway and distinguish an allegation from a verified finding. Programme reporting should document demonstrated understanding separately from attendance. Any later public-service or complaint-support activity requires its own authorisation, delivery record and outcome evidence.

Collecting citizen perspectives on local governance

FSI and FISIP | Survey 20 November to 5 December 2025 | Presentation 30 December 2025

A district government article dated 31 December 2025 reports a survey by Formasi Survei Indonesia with FISIP UMS Rappang. It involved 680 registered voters and used interviews and questionnaires. Findings were presented at the university on 30 December. The account reports an aggregate satisfaction figure of 75.42% across its main dimensions. [3]



Figure 3. Image accompanying the district government report on the survey presentation. Source [3].

Contribution and interpretation

Collecting and discussing citizen perceptions is relevant to targets 16.6 and 16.7. It can inform questions for further public-service review. The 75.42% value is the source's cross-dimension aggregate, rather than a university performance score or a verified SDG indicator. The report is not evidence that the university caused satisfaction levels to rise.

Methodological follow up

The source states an approximately 3.75% margin of error at 95% confidence. Independent assessment would require the sampling design, response rate, questionnaire, weighting and calculation method. Preserve the complete survey report and anonymised analytical records. Some published response-category totals do not sum to 100%; clarify missing responses and rounding before reusing detailed percentages. The survey's general public-service item is not automatically equivalent to indicator 16.6.2, which concerns the last service experience.

Preparing students for accountable public service

FISIP internship programme | Launch 3 February 2025 | News 4 February 2025

The university reports the launch of internships for Public Administration and Government Science students at 38 locations across Sidrap, Pinrang and Parepare. The programme theme concerned public-service excellence through digital governance innovation. Placements included government institutions and community organisations, with university leadership outlining the intended practical learning role. [4]



Figure 4. Photograph published with the university account of the FISIP internship launch. Source [4].

Contribution and evidence status

The launch establishes an opportunity to develop skills relevant to institutional effectiveness under target 16.6. Exposure to service delivery may also help students understand responsiveness and inclusion. Thirty-eight refers to placement locations, not students or completed service innovations. The launch report does not establish completion, satisfaction gains or reduced processing times.

Assessment and follow up

Retain placement agreements, student rosters, placement dates, supervision records and final assignments. Assessment should identify actual tasks and demonstrated competencies. If a student project changes a service process, document the initial problem, implemented change, responsible host and subsequent measurement. Beneficiary experience and accessibility should be assessed directly where relevant. Internship attendance alone should remain separate from evidence of public-sector performance improvement.

Research on inclusive and transparent digital services

Master of Public Administration | Seminar 30 October 2025 | News 1 November 2025

A master's thesis results seminar at UMS Rappang examined Hardinda's research on evaluating a digital governance model for inclusive and transparent public services in Sidenreng Rappang. The event took place in the FISIP hall on 30 October 2025 as an academic review before the final thesis examination. The account describes discussion of transparency, participation and service-oriented reform. [5]



Figure 5. Photograph accompanying the university report on the digital governance thesis results seminar. Source [5].

Contribution to governance knowledge

The seminar demonstrates academic examination of a topic relevant to targets 16.6 and 16.7. Its contribution is the development and review of governance knowledge. It does not establish final thesis approval, publication, implementation by local government or measurable improvements in inclusive services.

Records needed for further assessment

Retain the thesis, seminar record, research methods and revision outcomes. A later policy brief should distinguish findings from recommendations and identify the evidence behind each proposed change. If a public institution adopts a recommendation, document the decision, implementation scope and subsequent service assessment. Digital availability alone is insufficient to establish inclusion; evidence should address whether intended users can access and use the service.

Internal accountability through academic quality audit

Health Administration programme | Audit 11 August 2025 | News 12 August 2025

The Health Administration programme underwent an internal quality audit led by the university Quality Assurance Board and its auditors. The account describes review of semester learning plans, teaching records, learning evaluations, meeting evidence and student-activity documents. It also records examination of the PPEPP cycle of setting, implementing, evaluating, controlling and improving standards. [6]



Figure 6. Photograph published with the account of the Health Administration internal quality audit. Source [6].

Contribution and scope

Documented review against standards is relevant to the institutional accountability direction of target 16.6. The source supports a programme-level academic audit, rather than an institution-wide financial audit, proof of absence of corruption or an independent assurance opinion.

Closing the improvement cycle

Retain the audit plan, criteria, findings, response and evidence that agreed corrective actions were completed. Distinguish the number of findings from their significance and track follow-up against responsible units and dates. A public summary could communicate the process and verified improvements without exposing confidential records. The news item indicates intended follow-up but does not provide finding totals, closure rates or evidence that every action was completed during 2025.

Participatory planning with Carawali residents

KKN cohort 7 | Carawali village | 15 July 2025

The Carawali village website reports a KKN work-programme seminar involving UMS Rappang, IAIN Parepare and Universitas Hasanuddin. Village officials, community figures, supervisors and residents attended. UMS Rappang students presented eight proposed programmes, including SIBERAS for village information and public services, and residents provided input. [7]



Figure 7. Photograph accompanying the village government report on the joint KKN planning seminar. Source [7].

Contribution to participation and transparency

Presenting proposed work and receiving community input provides evidence of a participatory planning forum relevant to target 16.7. The information-sharing function also supports institutional openness. The report does not establish that all resident groups were represented or that each suggestion affected the final plan.

Distinguishing consultation from delivery

The eight programmes are proposals at the seminar stage. In particular, a SIBERAS proposal is not evidence of a functioning village information service. Retain attendance, minutes, comments received and the revised work plan to show how input was considered. Subsequent reports should identify which actions were delivered and how residents evaluated them. Representation and accessibility should be assessed using actual participation records rather than inferred from an event photograph.

Assessment of progress against SDG 16

The reviewed evidence shows several ways a university can support stronger institutions: educating future public servants, engaging oversight bodies, reviewing its own processes and providing spaces for community input. These are credible activity-level contributions, with outcome evidence still needed in several areas.

Target direction	Evidence in this report	Supported conclusion
16.1 Reduced violence	PPKPT evaluation	Prevention oversight process; no incidence trend established.

Target direction	Evidence in this report	Supported conclusion
16.6 Accountable institutions	Ombudsman visit, internships, survey, research and academic audit	Learning, knowledge and review opportunities; no causal service improvement established.
16.7 Inclusive decisions	Citizen perspectives and village consultation	Opportunities for input; representativeness and subsequent influence require records.
16.10 Information access	Public reporting and village information proposal	Information sharing is visible; no comprehensive access-to-information policy assessment.
16.3 Justice and remedies	Complaint-mechanism education	Understanding of oversight; no legal aid caseload or justice outcome established.
16.5 and other areas	No direct outcome evidence in the selected sources	No claim of reduced bribery, corruption, trafficking or improved legal identity coverage.

Results that remain unmeasured

The sources do not establish institution-wide violence prevalence, corruption incidence, complaint resolution rates or quantified changes in service quality attributable to university activity. These missing measures should not be recorded as zero. They define the evidence needed for a stronger future report.

Consistency across goals

Activities may also contribute to education, gender equality or partnerships. Maintain one activity identifier across SDG reports, while describing each relevant contribution. This prevents duplication of participation counts and preserves a consistent institutional evidence trail.

Monitoring and improvement priorities

The measures below are recommendations for institutional review rather than approved commitments or achieved 2025 results. Select a manageable set of measures aligned with the activities and records the university actually maintains.

Area	Proposed measure	Supporting record
Safety governance	Prevention actions completed and awareness of reporting routes	Minutes, action logs and appropriately designed awareness assessments
Oversight education	Participation and demonstrated understanding	Attendance, assignments and assessed case exercises
Public-service placements	Completion and competencies demonstrated	Placement records, supervision and final outputs

Area	Proposed measure	Supporting record
Citizen research	Method disclosure and documented use of findings	Survey protocol, full report and follow-up decisions
Academic accountability	Corrective actions completed against agreed dates	Audit findings, response plan and closure evidence
Participation	Input received and changes made to plans	Consultation record, revised plans and feedback to participants

Recommended sequence

First, validate event dates and institutional roles with the responsible units. Second, attach underlying records to each evidence entry. Third, identify whether an activity produced a decision or change beyond the event itself. Finally, measure the relevant result with an appropriate method and retain enough detail for verification. Report limitations alongside findings.

Publication and accountability

Before release, review factual accuracy, image attribution and the completeness of evidence links. Publish the report using its actual approval and release dates. Protect identifiable complaint or case information, and use appropriately aggregated results for public reporting. Later corrections should preserve the report's version history and distinguish new information from the original 2025 record.

Evidence register for institutional and public engagement

All sources were reviewed on 29 October 2026. Photographs are reproduced from the cited news accounts. Images document their reported context and do not establish participation totals or institutional outcomes independently.

Source 1 UMS Rappang

UMS Rappang Perkuat Komitmen Cegah Kekerasan di Lingkungan Kampus. 31 October 2025; meeting held 22 October 2025. Open evidence source

Source 2 Ombudsman RI South Sulawesi

Ombudsman Sulsel Terima Kunjungan HIMAP UMS Rappang Pendalaman Peran dan Fungsi Lembaga Pengawas Pelayanan Publik. 12 June 2025. Host-institution account of the study visit. Open evidence source

Source 3 Sidenreng Rappang district government

Apa Kata Warga Sidrap soal Kinerja Pemda Simak Survei FSI FISIP UMS Rappang. 31 December 2025; presentation 30 December; survey 20 November–5 December 2025. Open evidence source

Source 4 UMS Rappang

UMS Rappang Magangkan Mahasiswa FISIP ke 38 Lokasi di Sidrap. 4 February 2025; launch held 3 February 2025. The body describes locations in Sidrap, Pinrang and Parepare. Open evidence source

Source interpretation

The Ombudsman account corroborates the learning visit from the host institution's perspective. The district government article is a public account of survey results, not the full technical survey report. Institutional review should obtain the underlying methods before making wider statistical or policy claims.

Additional evidence and verification notes

Source 5 UMS Rappang

Pascasarjana UMS Rappang Gelar Seminar Hasil Tesis Bahas Digital Governance. 1 November 2025; seminar held 30 October 2025. Open evidence source

Source 6 UMS Rappang

Prodi Adminkes UMS Rappang Laksanakan AMI. 12 August 2025; internal quality audit held 11 August 2025. Open evidence source

Source 7 Carawali village government

Seminar Program Kerja KKN UMS Rappang Angkatan 7 Tahun 2025 di Desa Carawali. 15 July 2025. Records a planning and consultation event; listed programmes remain proposals at this stage. Open evidence source

Source 8 United Nations Department of Economic and Social Affairs

Goal 16 targets and indicators. Framework for thematic interpretation. No UN indicator attainment is asserted. Open evidence source

Records for institutional validation

The responsible units should confirm event records, attendance and follow-up actions before institutional approval. The survey needs its full methodological report; the audit needs findings and closure records; the thesis seminar needs the underlying research; and the village forum needs a record of how public input affected decisions. These records would extend the evidence beyond public news.

SDG 17 Partnerships for the Goals

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025
Prepared 15 January 2026

Executive overview

UMS Rappang's 2025 public record documents partnerships supporting knowledge exchange, professional learning, research and community participation. International examples include scientific writing training with a Pakistan-based partner, bakery expertise shared through a Netherlands-linked collaboration, conference co-hosting, a language-learning agreement and internships in Taiwan. Domestic examples include coauthored environmental research and collaboration on citizen perspectives and village planning.

Evidence area	Coverage
Partnership governance	Quarterly cooperation review and a proposed partnership index
International knowledge exchange	Pakistan writing training, Netherlands-linked expertise and ICMHS
Educational collaboration	Altissia agreement and Taiwan industry placements
Research cooperation	Coauthored Makassar Strait environmental study
Local participation and data	FSI–FISIP survey and multi-university village consultation

Main finding

The strongest evidence concerns delivered learning activities, a published research output and reported partnership processes. Agreement signing, participation and knowledge sharing are important steps, but do not by themselves demonstrate sustained development outcomes. The selected sources do not establish an international SDG data-collection consortium or a completed comparative process that validated international best practices.

Purpose and reporting status

This report presents eight detailed evidence areas, seven source photographs, one cropped research heading and clickable evidence links. It supports institutional validation and public reporting. Prepared in 2026 for the 2025 activity period, it does not establish that the report was published in 2025. Institutional approval and release should use their actual dates.

Scope and interpretation of partnerships

The review uses official university news, a published journal paper and public accounts from district and village governments. Sources were reviewed on 29 October 2026. The report is

selective and does not provide a complete university partnership register, signed agreement archive or financial audit.

Relationship to SDG 17

The main relevant UN directions are international scientific and technological knowledge exchange under target 17.6, multi-stakeholder partnerships under 17.16 and public, private and civil-society partnerships under 17.17. Local survey work has a supporting connection to the data-capacity direction of 17.18. The mapping is interpretive; it does not establish attainment of national UN indicators. [11]

Evidence level	Interpretation used
Agreement announced	A collaboration framework is reported; delivery and benefits need separate records.
Activity delivered	A training, exchange or placement is described; competency and long-term results remain separate.
Joint output	A publication or dataset can demonstrate cooperation when author roles and provenance are checked.
Review mechanism	A meeting shows partnership oversight; a proposed index is not an operational measurement system.
Community input	Consultation shows an opportunity to contribute; implementation and influence need follow-up evidence.

Reporting boundaries

International participation is not automatically international SDG data collection. Sharing experience is not automatically a validated best-practice comparison. Domestic research is identified as domestic. A conference presentation is not counted as a new journal publication. Language offerings, presenter counts, respondents and partner institutions are different units and are not combined into a beneficiary total.

Reviewing partnership quality and implementation

University cooperation review | Meeting 16 April 2025 | News 9 May 2025

UMS Rappang reported a quarterly review of cooperation implementation involving university units and local media. The account describes a pentahelix approach connecting government, communities, academia, business and media. It also describes development of a Strategic Partnership Index and an intended integrated monitoring application. [1]



Figure 1. Image published with the university account of cooperation evaluation and partnership quality. Source [1].

Contribution and evidence status

Reviewing whether cooperation produces useful activity is relevant to the effective-partnership direction of targets 17.16 and 17.17. The meeting is a documented governance process. The proposed index and application remain development intentions in the reviewed account; no validated index scores, methodology or operational monitoring results are supplied.

Follow up for institutional reporting

Retain the meeting minutes, action register, agreement inventory and evidence of subsequent decisions. A useful partnership assessment would distinguish signed agreements, active delivery, joint outputs and benefits verified with partners. Any index should have explicit criteria, denominators and an approval date. The present report does not calculate an activity rate or partnership-effectiveness score because the necessary complete register and measurement method are unavailable.

Scientific writing exchange with a Pakistan based partner

International academic training | Activity 5 May 2025 | News 9 May 2025

The university reported cooperation with the Department of Product Research and Software Development, Pakistan, and a scientific writing training session at the FISIP hall on 5 May 2025. Muhammad Younus delivered training on evidence-based writing, data validity, scholarly argument and citation. The account describes work on abstracts, conceptual frameworks and guided manuscript review. [2]



Figure 2. Photograph accompanying the report on the international scientific writing training. Source [2].

Contribution to knowledge sharing

The activity provides evidence of international academic knowledge exchange, thematically relevant to target 17.6. It creates an opportunity to strengthen research skills across institutional boundaries. The evidence does not identify a shared SDG dataset, an international measurement protocol or a completed joint publication resulting from the session.

Assessment and verification

Retain the partner's formal identity, cooperation documents, agenda, attendance, teaching materials and manuscript outputs. Assessment could track whether participants completed revisions and applied the methods appropriately. Later accepted publications should be linked to the activity only where the connection is documented. Further collaboration proposed in the account should remain separate from completed 2025 delivery.

Sharing bakery expertise through Netherlands linked cooperation

Culinary Vocational Education | University report 22 July 2025

The Culinary Vocational Education programme hosted bakery expert Frank Lakerveld from the Netherlands for a Bakerypreneurship event. The account links his visit to cooperation involving PUM Netherlands Senior Experts and Taeng Bakery Pastry. Students, staff and local bakery businesses joined discussion of production, product development and business continuity. [3]



Figure 3. Photograph published with the account of the bakery expertise-sharing event. Source [3].

Contribution and development relevance

The event connects international expertise, a university and local enterprises. It is relevant to knowledge sharing under target 17.6 and to cross-sector cooperation under target 17.17, with supporting links to education and entrepreneurship. The news also describes an international internship ambition, which is not evidence that that proposed placement programme had been delivered.

From experience sharing to assessed practice

A discussion with an overseas expert is evidence of exchange, but not a systematic comparison establishing international best practice for SDG achievement. A stronger follow-up would document the practice discussed, its local adaptation, implementation and results. Retain partner roles, attendance, learning materials and any agreed mentoring. Business benefits require participant records and follow-up rather than inference from the presence of an international expert.

Co hosting an international health sciences conference

Health Administration programme and UMY | University report 16 August 2025

The university reports that its Health Administration programme served as co-host of the ninth International Conference of Medical and Health Sciences, organised by Universitas Muhammadiyah Yogyakarta. The conference theme connected sustainability, biodiversity and healthcare technology. Five Health Administration lecturers were reported as research presenters, including Sunandar Said on school-based approaches to adolescent tobacco prevention. [4]

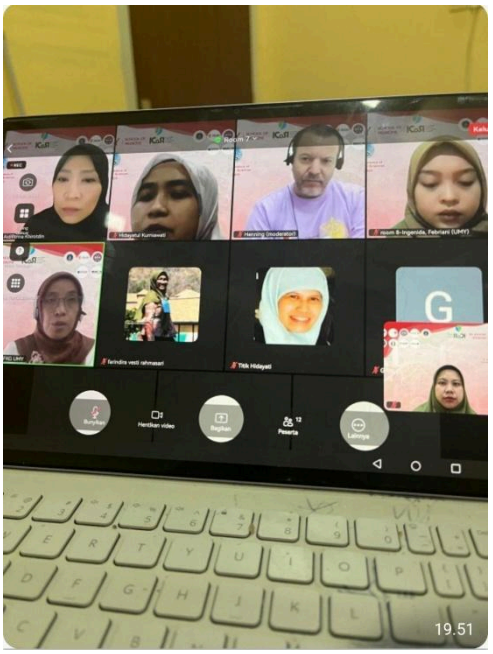


Figure 4. Source photograph of the online conference session published with the university account. Source [4].

Contribution and documented output

Co-hosting and presentations provide evidence of academic cooperation and research dissemination in an international forum. Thematic relevance concerns targets 17.6 and 17.16, alongside health and education goals. Five is the reported lecturer-presenter count, not the total

conference attendance. The account does not establish five new international research projects or five accepted journal publications.

Records and assessment

Retain the organiser's programme, co-host confirmation, presentation certificates and abstracts. Any later research partnership should identify its own participants, roles, output and dates. The specific conference date and participation arrangements should be confirmed from organiser records; this report uses the university news date as its reference point. Shared conference themes do not prove collaboration in collecting or measuring SDG data.

An agreement to expand digital language learning

Altissia International and PT Anugerah Rezeki Sejahtera | Signing 7 February 2025

UMS Rappang announced an MoU with Altissia International and PT Anugerah Rezeki Sejahtera, signed on 7 February 2025 and reportJed on 10 February. The account describes planned cooperation in education, research and community service, including digital language learning. Altissia's platform is described as offering 25 languages. [5]



Figure 5. Photograph accompanying the announcement of the Altissia cooperation agreement. Source [5].

Contribution and evidence boundary

The agreement creates a framework for educational cooperation involving private partners. It has thematic relevance to target 17.17 and may enable international learning. Twenty-five is the platform's reported language offering, not the number of languages mastered by students. The announcement does not establish account activation, uptake, completion or measured language gains at UMS Rappang.

Implementation evidence to retain

Obtain the signed MoU and any implementation agreement, including the parties, scope, validity and responsibilities. Delivery records should confirm when access became available and how learners used it. Assessment can distinguish active users, course completion and proficiency

outcomes. Planned research or community-service components should not enter completed-activity totals without separate evidence of their implementation.

Industry learning through placements in Taiwan

International internship monitoring | University report 19 November 2025

The university describes first-day monitoring of international internships in Taiwan, including placements at River Forest Leisure Farm in Dongshan Township, Yilan County. Reported tasks cover animal care, aquaculture and restaurant operations. Monitoring addressed adaptation, discipline, initial tasks and student comfort in the workplace. [6]



Figure 6. Photograph published with the university account of international internship monitoring in Taiwan. Source [6].

Contribution to applied knowledge exchange

The placements demonstrate an active international learning setting involving a university and an industry partner, relevant to the partnership direction of target 17.17. They offer opportunities to observe operating procedures and reflect on professional practice. The source is an initial monitoring account rather than evidence of completion, certification or demonstrated improvements in future employment.

Evidence needed for results and transfer

Retain placement agreements, duration, participant lists, supervision and competency assessments. Reports on practices observed abroad should explain the context, possible local adaptation and any later application. Observing a practice does not establish that it is an internationally validated SDG solution. Subsequent development benefits require records of implementation and appropriate evaluation. Student testimonials and first-day observations alone cannot establish those results.

Domestic research collaboration on marine environmental data

Coauthored study | Published 24 April 2025 | Data cover 2020 to 2023

The Makassar Strait environmental study published in JIKAN lists Hasrianti with UMS Rappang and coauthors with Politeknik Pertanian Negeri Pangkajene Kepulauan and Institut Teknologi dan Bisnis Maritim Balik Diwa in the PDF. It analyses 2020–2023 remote-sensing observations using geographic information systems and interpolation. [7, 10]

SPASIAL-TEMPORAL KONDISI LINGKUNGAN PERAIRAN SELAT MAKASSAR 2020-2023

Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020-2023

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Figure 7. Cropped title and author affiliations from the original research PDF, page 116. Source [7].

Contribution and attribution

The publication demonstrates a joint domestic knowledge output on a topic relevant to SDG 14. Its contribution to SDG 17 is research cooperation and dissemination within a national academic network, associated with the broad partnership direction of targets 17.16 and 17.17. Use of satellite observations does not establish an international institutional data-collection partnership.

Data period and evidence needs

Publication in 2025 is distinct from the 2020–2023 observation period. No new 2025 marine monitoring campaign is inferred. Retain the final paper, author contributions, data provenance and any cooperation record. The first author's affiliation differs between the article page and PDF, so this report relies on the PDF to establish the documented institutional roles. Further claims about shared infrastructure or policy use need separate evidence.

Local partnerships for citizen evidence and planning

FSI FISIP survey and Carawali KKN consultation | 2025

A district government account reports an FSI–FISIP UMS Rappang survey of 680 registered voters, conducted from 20 November to 5 December 2025 and presented on 30 December. It addresses citizen views on local governance. Separately, Carawali village records a 15 July KKN planning seminar involving UMS Rappang, IAIN Parepare, Universitas Hasanuddin and residents. [8, 9]



Figure 8. Image published by the district government with its account of the FSI–FISIP survey presentation. Source [8].

Contribution and limits

The survey is domestic evidence gathering, while the village forum documents collaboration and opportunities for community input. Both relate to local multi-stakeholder partnership directions under targets 17.16 and 17.17. The survey has a supporting connection to data capacity under 17.18, but is not an international SDG measurement consortium or a national statistical-capacity indicator.

Follow up and responsible use

Retain the survey protocol, anonymised analytical records, partner responsibilities and evidence of use. The published statistical claims need the full methods for independent assessment. For the village forum, preserve minutes, comments and the revised plan. Projects presented as proposals should remain distinct from delivered activities. Neither a survey presentation nor consultation alone establishes policy adoption or improved development outcomes.

Assessment against partnership and data directions

The evidence supports several international exchanges and domestic collaborations with different levels of maturity. Their contribution should be reported through specific roles and outputs, rather than through the number of agreements or countries alone.

Direction	Evidence available	Conclusion and boundary
17.6 International knowledge exchange	Pakistan writing training, Netherlands-linked expertise and international conference participation	Knowledge sharing is reported; resulting research or learning gains need further records.
17.16 Multi-stakeholder partnerships	Partnership review and collaborations involving academic, business and community actors	Relevant activity-level evidence; no complete effectiveness assessment.
17.17 Cross-sector cooperation	Altissia agreement, Taiwan placements and local collaborations	Separate framework agreements from delivery and verified benefits.
17.18 Data capacity	Domestic citizen survey and environmental data analysis	Supporting evidence work; no international SDG data consortium established.
International best practices	Exposure to expertise and overseas operating procedures	No completed comparative evaluation or validated international SDG best-practice framework established.
Finance and trade targets	No quantified evidence in the selected records	No claim about development finance, trade outcomes or national resource mobilisation.

Evidence for more specific institutional claims

International SDG data collaboration would require named overseas partners, agreed variables, collection or measurement methods, shared work and outputs. Comparative best-practice development would require approaches examined, comparison criteria, joint analysis and an agreed practice or guidance output. The reviewed activities should not be relabelled to imply these elements.

Reporting across the goals

These partnerships can support health, education, employment, institutions and marine knowledge. Use one activity identity across SDG reports so that the same participants or outputs are not added repeatedly to institution-wide totals.

Monitoring partnership implementation and outcomes

The recommendations below are for institutional review. They are not approved commitments or achieved 2025 results. A consistent register can connect each agreement to its actual activities, outputs and partner assessment.

Stage	Proposed record or measure	Verification
Agreement	Partner identity, scope, period and responsibilities	Signed MoU or implementation agreement
Delivery	Dated activities and unique participants	Agenda, attendance, supervision and partner confirmation
Joint output	Publications, training resources or datasets	Final outputs, author roles and provenance
Development result	Use of knowledge or an implemented practice	Documented decision, application and follow-up evaluation
Partner review	Agreed strengths, limitations and next steps	Joint review minutes and action closure
Public reporting	Evidence availability and actual publication date	Accessible links, approved report and version history

Recommended sequence

First, validate the eight evidence areas with the responsible programmes and cooperation office. Second, connect signed agreements to dated implementation records. Third, identify which partnerships produced joint outputs and which remain at the framework stage. Finally, assess results with partners using measures suited to the activity. A partnership index should be used only after its method and data are established.

Publication and annual reporting

This report can form part of an institutional sustainability reporting series after factual validation and approval. The public page should use the actual release date and retain accessible evidence links. Preparing reports for the 2025 activity period in 2026 does not establish publication during 2025. Claims of annual public SDG reporting require the actual publication record.

Evidence register for international cooperation

Sources reviewed on 29 October 2026. The photographs are reproduced from the cited news accounts. They identify the reported context and do not independently establish attendance, learning gains or long-term outcomes.

Source 1 UMS Rappang

UMS Rappang Gagas Indeks Baru Ukur Kualitas Kerja Sama Kampus. 9 May 2025; review meeting dated 16 April 2025. Open evidence source

Source 2 UMS Rappang

UMS Rappang Perkuat Diplomasi Akademik Global Lewat Kolaborasi Strategis dengan Pakistan. 9 May 2025; training held 5 May 2025. Open evidence source

Source 3 UMS Rappang

Gandeng Expert Belanda Prodi Seni Kuliner UMSRappang Mantapkan Langkah Cetak Wirausahawan Muda. 22 July 2025. Expertise-sharing event and proposed future internship. Open evidence source

Source 4 UMS Rappang

Prodi Adminkes Fakultas Ilmu Kesehatan UMS Rappang Dapat Kehormatan Menjadi Co-Host ICMHS di UMY. 16 August 2025. Co-host role and reported lecturer presentations. Open evidence source

Source 5 UMS Rappang

UMS Rappang Gandeng Altissia Mahasiswa Kini Bisa Kuasai 25 Bahasa Asing. 10 February 2025; agreement signed 7 February 2025. Open evidence source

Source 6 UMS Rappang

Rektor UMS Rappang Tegaskan Esensi Magang Internasional Harus Tumbuhkan Growth Mindset. 19 November 2025. Initial monitoring account, not completion evidence. Open evidence source

Research and local partnership evidence

Source 7 Putri Hasrianti and Idrus in JIKAN

Spatial-Temporal Environmental Conditions of the Makassar Strait Waters 2020–2023. Volume 5 number 1, pages 116–126, April 2025. DOI 10.55678/jikan.v5i1.1984. Original PDF and title-crop source. Open evidence source

Source 8 Sidenreng Rappang district government

Apa Kata Warga Sidrap soal Kinerja Pemda Simak Survei FSI FISIP UMS Rappang. 31 December 2025. Survey 20 November–5 December; presentation 30 December 2025. Open evidence source

Source 9 Carawali village government

Seminar Program Kerja KKN UMS Rappang Angkatan 7 Tahun 2025 di Desa Carawali. 15 July 2025. Multi-university and community planning forum. Open evidence source

Source 10 JIKAN article record

Makassar Strait environmental study metadata. Article record dated 24 April 2025; read with the PDF for author affiliations. Open evidence source

Source 11 United Nations

Goal 17 targets and indicators. Framework for thematic mapping. No national indicator attainment is asserted. Open evidence source

Institutional validation

The cooperation office and programme teams should confirm agreement status, partner identities and implementation records before release. Original signed MoU and MoA documents were not reviewed for this report; agreement statements are attributed to their news sources. The research crop preserves the title and affiliations, while publication metadata and data periods remain distinct.