



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 8

Decent Work and Economic Growth

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period: 1 January–31 December 2025

Prepared: 29 October 2026 | Evidence-based institutional review

8 DECENT WORK AND
ECONOMIC GROWTH



*Pekerjaan Layak
dan Pertumbuhan
Ekonomi yang Inklusif
dan Berkelanjutan*

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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

- Use the activity date where explicitly stated; otherwise identify the news publication date without treating it as the event date.
- 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.
- Keep different units separate: news items, participants, businesses, placements and jobs cannot be added into one beneficiary total.
- 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. [\[06\]](#)

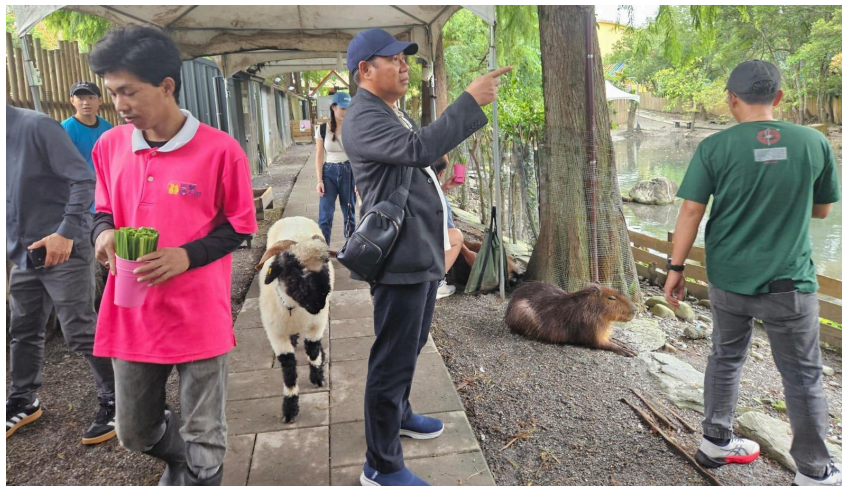


Figure 6. Photograph accompanying the university report on international internship monitoring in Taiwan.

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.
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
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
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.