



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SDG 6

Clean Water and Sanitation

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

6 CLEAN WATER
AND SANITATION



*Menjamin Ketersediaan
dan Pengelolaan Air Bersih
serta Sanitasi yang Layak
untuk Semua*

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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 photograph illustrates the accompanying article and is not a basis for estimating participant totals.
- Dates of news publication, activity delivery and scholarly publication are distinguished throughout.
- Training and design objectives are not presented as demonstrated water savings, health gains or compliance.
- Partner-site work is not treated as a university-owned water system. Seawater and freshwater are reported separately.
- 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
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.