



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 11

Sustainable Cities and Communities

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

11 SUSTAINABLE CITIES
AND COMMUNITIES



*Mewujudkan Kota
dan Permukiman yang
Inklusif, Aman, Tangguh,
dan Berkelanjutan*



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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.
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
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
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.