



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SDG 13 Climate Action

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

13 CLIMATE
ACTION



*Mengambil Aksi
Nyata untuk Mengatasi
Perubahan Iklim dan
Mewujudkan Masa Depan
yang Berkelanjutan*



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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

- Separate an agenda listing from attendance, completion and learning assessment. A past calendar status is not an activity evaluation.
- Distinguish a study conducted in 2025 from a paper published in another year. Preserve both dates.
- Do not equate environmental activity with climate mitigation. A carbon claim requires a defined baseline, boundaries and credible measurements.
- Do not infer carbon sequestration from a mangrove visit or emissions savings from a recreational ride.
- 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.