



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 2

Zero Hunger

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

2 ZERO
HUNGER



*Ending Hunger,
Building a Healthier
and More Sustainable
Future*



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Executive overview

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

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

Main finding

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

Purpose and reporting status

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

Scope and evidence approach

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

Reporting boundaries

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

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

Relationship to SDG 2

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

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

Supporting access to affordable food

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

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



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

Contribution to SDG 2

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

Documented output and limits

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

Recommended verification

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

Family nutrition education using local food

Sipodeceng village hall | Village account published 28 August 2025

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

Contribution and documented output

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

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

Assessment and follow up

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

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

Supplementary feeding in Sipodeceng

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

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

Delivery status and interpretation

Measure	Reported position
Intended recipients	Seven children under five
Scheduled period	25 June to 3 July 2025
Publication date	29 June 2025, before the scheduled end
Verified completion	Not established by this article
Growth or nutrition change	No measured follow-up result supplied

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

Recommended verification

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

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

Local food and nutrition education in Sereang

KKN cohort 7 and village midwife / Activity 4 August 2025

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

Contribution and evidence boundary

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

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

Assessment and follow up

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

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

Developing skills for local feed production

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

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



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

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



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

Contribution and assessment

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

Sharing rice planting technology with producers

Agribusiness programme and P4S Laskar Pelangi | News 7 March 2025

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



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

Contribution and documented output

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

Interpretation of efficiency statements

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

Recommended verification

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

Creating a campus agricultural demonstration space

HIMAGRI Agribusiness student association / News 19 February 2025

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



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

Contribution and learning value

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

Assessment of resource use

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

Recommended verification

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

Learning sweet potato cultivation with BSIP

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

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



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

Contribution and documented output

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

Evidence limits

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

Recommended verification

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

Village agricultural learning and precision fertilisation

Agrotechnology MBKM | University accounts 21 October and 18 November 2025

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



Figure 7. Photograph accompanying the Carawali land-preparation account. Source [\[4\]](#).

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



Figure 8. Photograph accompanying the MBKM precision-fertilisation account. Source [\[5\]](#).

Contribution and verification

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

Assessment of progress against SDG 2

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

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

Quantitative figures retained at their actual scale

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

Campus food system coverage gaps

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

Monitoring and improvement priorities

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

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

Recommended sequence

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

Publication and accountability

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

Evidence register for food access and nutrition

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

Source 1 UMS Rappang

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

[Open original evidence](#)

Source 9 Sipodeceng village government

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

[Open original evidence](#)

Source 10 Pelopornews

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

[Open original evidence](#)

Source 11 Pelopornews

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

[Open original evidence](#)

Source 12 United Nations

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

[Open original evidence](#)

Image provenance

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

Evidence register for production and agricultural learning

Source 2 UMS Rappang

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

[Open original evidence](#)

Source 3 UMS Rappang

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

[Open original evidence](#)

Source 4 UMS Rappang

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

[Open original evidence](#)

Source 5 UMS Rappang

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

[Open original evidence](#)

Source 6 UMS Rappang

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

[Open original evidence](#)

Source 7 UMS Rappang

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

[Open original evidence](#)

Source 8 UMS Rappang

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

[Open original evidence](#)