



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 4

Quality Education

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

4 QUALITY
EDUCATION



*Pendidikan Berkualitas
untuk Mewujudkan
Masyarakat yang Berdaya
Saing dan Berkelanjutan*



SDG 4 Quality Education Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

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Executive overview

This report documents UMS Rappang activities contributing to quality education during 2025. It brings together eight publicly reported initiatives covering continuing higher education, curriculum development, professional learning, school partnerships, inclusive vocational learning and community education. The evidence establishes educational provision and participation in selected activities. It does not establish institution-wide improvement in learning outcomes.

Contribution	Activities covered
Continuing higher education	Recognition of prior learning pathway in Agrotechnology
Teaching quality	OBE curriculum workshop, PEKERTI participation and vocational teacher mentoring
School learning	Primary school literacy and digital English learning research
Inclusion and lifelong learning	Practical training at SLB Mapilli and community skills training in Polewali

Purpose and use

The report provides a traceable account of activity, partners, intended beneficiaries and documented outputs. Each programme section includes a photograph reproduced from its university news source and a clickable evidence link. The evaluation sections identify the records needed to assess results and support institutional validation.

Reporting status

Institutional approval and public publication should use their actual dates. The year 2025 identifies the activity reporting period; preparation of this report in 2026 does not establish that the report was published in 2025.

Scope and evidence approach

Coverage includes the eight activities described in this report and their associated school and community partners. It is not a complete inventory of university operations. Public news is used to establish the reported activity; programme records are needed to verify attendance, completion, expenditure and outcomes.

Evidence rules

- a. Activity dates are distinguished from news publication dates. Where an exact activity date is not stated, the publication date is used only as a reference point.
- b. Numbers retain their original units. Participating schools, university students, lecturers and community learners are not combined into one beneficiary total.
- c. Training objectives and participant impressions are not treated as measured learning gains. Missing measurements are not assigned a zero value.
- d. Proposed extensions and future training cycles are not counted as completed activities.

Relationship to SDG 4

SDG 4 addresses inclusive and equitable quality education and lifelong learning. Its targets cover access to tertiary education, relevant vocational skills, opportunities for vulnerable learners, education for sustainable development and qualified teachers. The mapping below indicates thematic relevance, not attainment of the UN indicators. [\[09\]](#)

Activity area	Relevant direction
RPL pathway	Target 4.3 access to tertiary education
Community vocational education	Target 4.4 skills for employment and entrepreneurship
Inclusive practical training	Targets 4.5 and 4.4 equity and relevant skills
Primary school literacy	Supports the learning quality direction of target 4.1
Sustainability in curriculum design	Potential relevance to target 4.7 subject to curriculum verification
Professional development	Supports educator capacity without measuring indicator 4.c.1

Sources were reviewed on 29 October 2026. Source numbers [\[01\]](#) to [\[08\]](#) correspond to the eight programme sections; [\[09\]](#) is the United Nations SDG 4 reference.

1. Continuing higher education through prior learning recognition

Agrotechnology programme / Report published 31 July 2025

Activity and participants

The Agrotechnology programme announced a diploma-to-bachelor pathway through Rekognisi Pembelajaran Lampau, or recognition of prior learning. The announcement followed an evaluation and assessment-support meeting with LLDIKTI Region IX on 15 July 2025. It identifies D1, D2 and D3 graduates as potential applicants and describes portfolio assessment and possible recognition of prior course credits. [\[01\]](#)



Figure 1 Photograph accompanying the university report on the Agrotechnology RPL pathway.

Documented contribution

The documented output is an admission pathway with an assessment mechanism. Its relevance to SDG 4 is the opportunity to continue higher education while recognising relevant prior learning. The announcement does not establish enrolment, credits awarded, completion or reduced study costs.

Evaluation and follow up

Admissions and academic records should establish applicant and enrolment counts, assessment decisions, credits recognised and subsequent progression. The RPL operating guidance and approval decision should be retained with the report.

2. Strengthening curriculum design through OBE

Faculty of Science and Technology and Agrotechnology | July 2025

Activity and participants

A university report published on 31 July 2025 describes Agrotechnology lecturers participating in a workshop on outcome-based education organised by the Faculty of Science and Technology. Practical work covered graduate learning outcomes, course learning outcomes, graduate profiles and curriculum documents. The account links curriculum development with local agricultural needs, sustainable agriculture and digital entrepreneurship. [\[02\]](#)



Figure 2 Photograph accompanying the university account of the OBE curriculum workshop.

Documented contribution

The recorded output is professional development and curriculum design work. This supports the quality of teaching design. Evidence that revised curricula were approved, used in classes and evaluated would establish implementation beyond the workshop.

Evaluation and follow up

Retain attendance, the workshop agenda, revised curriculum and course plans, approval records and implementation reviews. The source gives both a four-day duration and a 16 to 18 July date range; the official agenda should resolve this inconsistency.

3. Developing lecturers through PEKERTI

Indonesian Language Education | Scheduled 10 to 17 February 2025

Activity and participants

The university news item dated 13 February 2025 records two Indonesian Language Education lecturers participating online in PEKERTI organised at Universitas Muslim Indonesia in Makassar. The participants are Idayanti Sahlan and Jusrianto Jala. The programme concerns basic instructional skills, with the stated intention of strengthening teaching practice. [03]

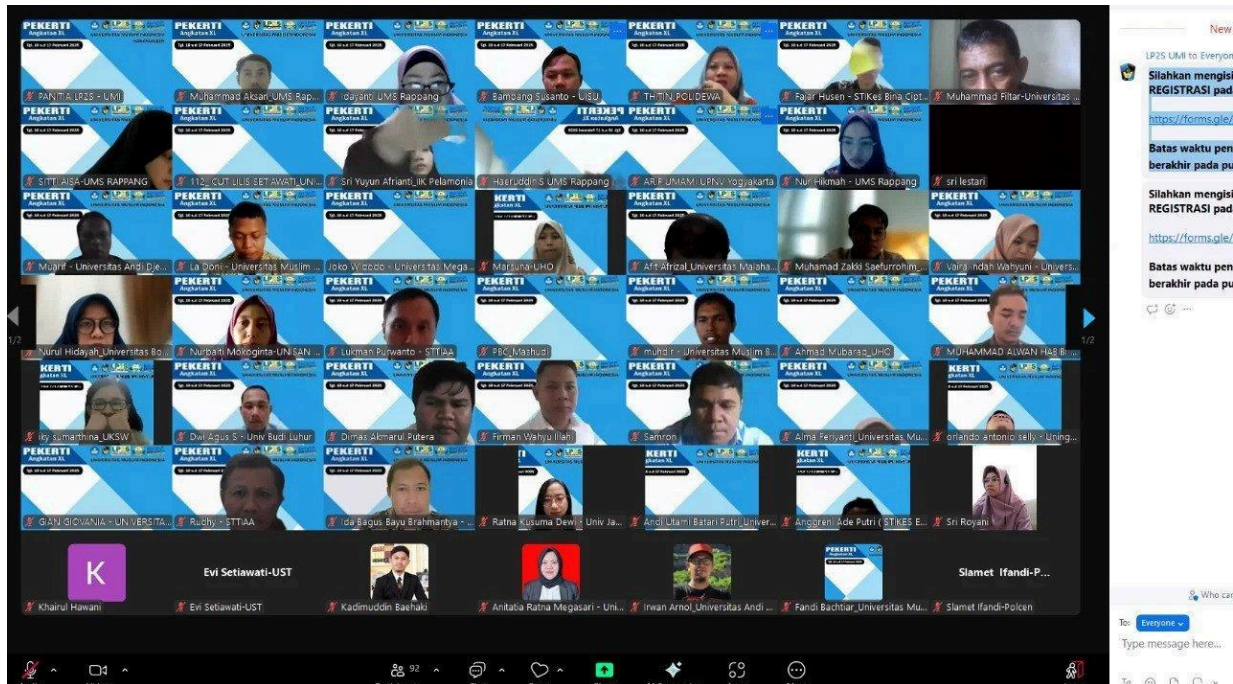


Figure 3 Image published with the university report on lecturer participation in PEKERTI.

Documented contribution

The evidence establishes reported participation by two lecturers during the scheduled training period. It is relevant to continuing professional development. Because the news was published before the scheduled end, it does not by itself establish completion or certification.

Evaluation and follow up

Obtain assignment letters, certificates, training materials and a short follow-up record showing how participants applied the training. A review of revised course plans or peer-observed teaching would provide stronger evidence than attendance alone.

4. Mentoring vocational school teachers

Culinary Education programme / Report published 20 October 2025

Activity and participants

The Culinary Education programme head supported on-the-job training at SMK Latanro in Enrekang. The university account identifies teachers from five vocational schools in Sidrap and Enrekang. Mentoring involved observing classroom implementation, providing constructive feedback and reflecting on lesson plans through the pedagogical approach described as deep learning. The report also describes intended subsequent cycles.

[\[04\]](#)



Figure 4 Photograph accompanying the report on vocational teacher mentoring at SMK Latanro.

Documented contribution

The documented output is support for classroom practice beyond the university. Five refers to schools, not a teacher count. The pedagogical term is not evidence of an artificial intelligence activity, and planned later cycles are not counted as completed.

Evaluation and follow up

Retain the activity date, participating school names, teacher attendance, observation rubrics and before-and-after lesson plans. Follow-up observations could establish changes in teaching practice and student engagement.

5. Supporting primary school literacy

Indonesian Language Education and Himaprodi | February 2025

Activity and participants

Lecturers and students from Indonesian Language Education conducted a school literacy programme at SDN 4 Benteng in Baranti, Sidenreng Rappang. The university report published on 26 February 2025 describes community service linked to the student association programme. Learning activities addressed reading, creative writing and critical thinking, including the ability to consider information encountered in digital media.

[\[05\]](#)



Figure 5 Photograph accompanying the university report on the school literacy programme.

Documented contribution

The evidence documents university participation in school literacy support. Its relevance is the development of foundational learning skills. The source describes intended improvement but supplies no baseline, post-programme score or participant total.

Evaluation and follow up

School and programme records should confirm participating classes, pupil totals, session frequency and learning materials. Reading assessments, writing portfolios and teacher observations would support an evaluation of change while protecting pupil identities.

6. Developing digital English learning resources

English Education research team and SMPN Satap 8 Maiwa | Report published 31 July 2025

Activity and participants

A Fundamental Research 2025 project led by Sam Hermansyah developed and shared digital English learning media at SMPN Satap 8 Maiwa in Enrekang. The account describes an initial survey of teacher and pupil needs, design responses to internet and device constraints, and visual, audio and language-game elements. Teachers discussed the design and possible improvements. Five university English Education students supported the research. [\[06\]](#)



Figure 6 Photograph accompanying the report on digital English learning research at SMPN Satap 8 Maiwa.

Documented contribution

The documented outputs concern resource design, a school trial setting and dissemination. The five students are university research participants, not the school beneficiary count. Quantified gains in English proficiency and replication elsewhere are not established.

Evaluation and follow up

Retain the research report, media files, user guidance, validation instruments and trial findings. Future assessment should document user numbers, accessibility, actual use and learning outcomes under the school's connectivity conditions.

7. Inclusive vocational learning at SLB Mapilli

Culinary Education programme / Activities on 27 and 28 October 2025

Activity and participants

Damayanti Trisnasari, head of the Culinary Education programme, delivered basic cake-making and simple decoration training for teachers and pupils at SLB Mapilli, Polewali Mandar. The university report was published on 1 November 2025. Practical activities included measuring ingredients, mixing, baking and decorating, with teachers assisting pupils. The products included Brownies Bento and Cheese Cake Brownies. [\[07\]](#)



Figure 7 Photograph published with the university account of cake-making training at SLB Mapilli.

Documented contribution

The activity demonstrates a practical learning opportunity involving learners with disabilities. It is relevant to equitable vocational education. Confidence and independence are stated educational intentions; the article does not provide measured change or participant counts.

Evaluation and follow up

Retain the attendance summary, teaching materials, accessibility adjustments, skills rubrics and teacher evaluations. Any publication of participant photographs and disability-related information should follow the institution's consent and privacy procedures.

8. Lifelong learning through community skills training

Culinary Education KKN students / Report published 28 July 2025

Activity and participants

Culinary Education KKN students organised training in Dusun I, Polewali village, for 30 local women described as homemakers. The activity combined variations on traditional cakes with basic social media marketing. A student led the demonstration with field-supervisor support and involvement from local community representatives. [08]



Figure 8 Photograph accompanying the university report on community skills training in Polewali.

Documented contribution

The documented output is a community learning session combining practical and introductory digital marketing skills. The figure of 30 applies to this activity only. The report does not establish new businesses, sustained marketing activity or income growth.

Evaluation and follow up

Retain attendance, the event date, materials and practical assessment results. Follow-up could record whether participants use the skills, develop products or market them. Business and income outcomes should be reported only when supported by participant records.

Progress assessment and measurement

The eight accounts provide evidence of selected education activities in 2025. They do not supply a consistent university-wide baseline or comparable annual results. Progress can therefore be described in terms of provision and recorded participation; an institution-wide improvement rate cannot be calculated from these accounts.

Area	Measurement required	Supporting records
RPL access	Applicants, admissions, recognised credits and progression	Admissions and assessment decisions
Curriculum quality	Approved changes and courses implementing them	Curriculum approval and course plans
Educator development	Completion and application of learning	Certificates and teaching reviews
School literacy	Learner participation and reading or writing change	Assessments and portfolios
Digital resources	Users, frequency, usability and learning results	Research report and trial data
Inclusive learning	Participation, adjustments and skill acquisition	Teaching records and rubrics
Community learning	Completion and subsequent use of skills	Attendance and follow-up survey

Consolidating annual data

A consolidated annual register should distinguish unique beneficiaries from total attendances. The same person attending several sessions should not automatically be counted as several unique learners. School totals should remain separate from teacher and pupil totals.

A fuller institutional report would also include validated 2025 data on enrolment, graduation, first-generation students, financial support, disability services and publicly accessible lifelong learning opportunities. These measures require institutional records and consistent definitions.

Reporting challenges

Public accounts vary in the detail they provide on dates, attendance and assessment. Training delivery is more readily evidenced than sustained change in practice. Records of follow-up, product use and student learning would strengthen future reporting. No comparison with 2024 is asserted without consistent data for both years.

Recommended actions and evidence register

The actions below are recommendations for institutional consideration. They do not represent approved commitments or activities already completed.

- a. Validate each programme account with the responsible unit and resolve unclear dates.
- b. Assemble assignment letters, attendance, materials, photographs and final reports under a consistent evidence code.
- c. Use pre- and post-assessments or practical rubrics where appropriate, followed by an assessment of continued use.
- d. Approve the report through the university's normal process and publish an accessible version using its actual publication date.

Source and attachment register

- [01] Agrotechnology diploma to bachelor pathway. UMS Rappang, 31 July 2025. [News and photograph](#)
- [02] OBE curriculum workshop. UMS Rappang, 31 July 2025. [News and photograph](#)
- [03] Lecturer participation in PEKERTI. UMS Rappang, 13 February 2025. [News and photograph](#)
- [04] Vocational school teacher mentoring. UMS Rappang, 20 October 2025. [News and photograph](#)
- [05] Primary school literacy programme. UMS Rappang, 26 February 2025. [News and photograph](#)
- [06] Digital English learning media. UMS Rappang, 31 July 2025. [News and photograph](#)
- [07] Inclusive cake training at SLB Mapilli. UMS Rappang, 1 November 2025. [News and photograph](#)
- [08] Community cake and social media training. UMS Rappang, 28 July 2025. [News and photograph](#)
- [09] United Nations Department of Economic and Social Affairs. [SDG 4 targets and indicators](#)

Photograph provenance

Figures 1 to 8 reproduce the main images associated with the corresponding university news articles. The source article is linked below each figure. News images illustrate the reported activities; they do not independently verify participant totals or learning outcomes. All evidence links were accessed on 29 October 2026.

Approval and publication

Before external use, the university should confirm factual accuracy, image reuse permissions and institutional approval. Publication should include the report title, activity period and actual release date. This report's preparation date must not be used to imply publication during 2025.