

# The Scandal of the Used Antigen Rapid Test Tool and the Collapse of National Social Capital

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## Abstract

Slavoj Žižek through his book, *Pandemic! Covid-19 Shakes The World* (2020), reveals that capitalism seems to be experiencing an acceleration of revolutionary momentum resulting in barbarism. This prediction of barbarism came true after the scandal of using used antigen test racks at Kualanamu International Airport. Judging from the type of research, the drafting of this research belongs to Sosiolegal research. The study resulted in the finding that this disgraceful, niretic and dangerous act of consumers opened the public's eyes that even during a pandemic, greed for economic benefits could destroy the nation's social capital, namely gotong royong. Educational values that teach the sensitivity of the nation during a pandemic to help one another and protect each other are diminished by the ambition to get the maximum benefit by using used antigen test smart tools. When society enters into medical esotericism, a number of individuals actually use it to sell everything as a commodity (reification), including the integrity of the educated people, which is actually a product of educational institutions. Educated people who are supposed to carry out public health service duties in preventing the spread of the Covid-19 pandemic, but instead behave barbaric for financial gain. It was at this culmination that education was questioned for its role in creating educated people but it turned out to be non-ethical and minus morality in their profession. The revelation of the scandal using the used antigen rapid test tool in the end "forced" the education world to rethink an educational model that is expected to strengthen the nation's social capital in the era of the Covid-19 pandemic. John Dewey's concept of progressive education is offered as a corrective step to produce life learners who are sensitive to the conditions of the nation and strengthen the social capital of their nation.

**Keywords:** used antigen rapid test tool; social capital.

## Introduction

Slavoj Žižek through his book, *Pandemic! Covid-19 Shakes The World* (2020), reveals that capitalism seems to have accelerated revolutionary momentum so that it produces barbarism [1]. Barbarism, which comes from the term barbarian or barbaric, is a condition that puts the civilization of a people in decline, or the civilization of citizens is still undergoing a process of destruction. The term barbarism can also be used to demean or describe other civilizations that are considered mediocre in several ways [2]. It is in this context that Žižek's prediction about barbarism actually came true after the scandal over the use of a used antigen rapid test kit was revealed at Kualanamu International Airport. The moral decline and

loss of sensitivity to the ongoing pandemic conditions. The disclosure of the scandal over the use of used antigen rapid test kits also opens the veil that the nation's social capital, which has been proud of togetherness and the spirit of helping each other in times of trouble, seems to have begun to erode with individual interests to reap maximum benefits when opportunities open up. This point is a case study as well as the basis for research conducted to uncover the problems behind the decline in the morality of the nation's children as social capital and the loss of shared sensitivity to the condition of the nation that is experiencing a pandemic.

As reported, a number of police officers from the Sub-Directorate IV of Certain Crimes (Tipidter) of the Special Criminal Directorate

(Ditreskrimsus) of the North Sumatra Regional Police (Polda Sumut) raided the location of the alleged violation of the Health Law at Kualanamu International Airport. The Head of Public Relations of the North Sumatra Police, Commissioner of Police (Kombes Pol) Hadi Wahyudi, confirmed that the raid was located at Kualanamu International Airport, Medan on Tuesday (27/4/2021). After receiving information from the public, personnel from the North Sumatra Police (North Sumatra) raided the location of the rapid antigen test service at Kualanamu International Airport on suspicion that health service providers at Kualanamu Airport were using recycled or used rapid antigen test kits. The police arrested five people who were employees of Kimia Farma Diagnostics. The crime in question is producing, distributing and using pharmaceutical preparation materials and or medical devices that do not meet the standards and or requirements for safety, efficacy or benefit and quality. The actions of these perpetrators have been carried out since December 2020 and have generated a profit of IDR 1.8 billion. In these cases, the perpetrators produce, or rather recycle the sticks for antigen swabs. These sticks were collected by the perpetrators and then washed again, cleaned in their own way, then repackaged, and used by the perpetrators to carry out swab tests at Kualanamu Airport. The process of recycling the antigen swab sticks, of course, does not meet the health requirements and data standards required by the Health Law. The used sticks are reused to carry out inspections to consumers, then the results are made by the perpetrators with a certificate. In this case the perpetrators are subject to Article 98 paragraph (3) jo. Article 196 of Law Number 36 of 2009 concerning Health carries a maximum imprisonment of 10 years and a maximum fine of 1 billion rupiah jo. Article 8 letters b, d and e Article 62 paragraph (1) of Law Number 8 of 1999 concerning Consumer Protection with the threat of imprisonment for a maximum of 5 years and a fine of 2 billion rupiah. Article 196 of Law Number 36 of 2009 concerning Health carries a maximum imprisonment of 10 years and a maximum fine of 1 billion rupiah jo. Article 8 letters b, d and e Article 62 paragraph (1) of Law Number 8 of 1999 concerning Consumer Protection with the threat of imprisonment for a maximum of 5 years and a fine of 2 billion rupiah. Article 196 of Law

Number 36 of 2009 concerning Health carries a maximum imprisonment of 10 years and a maximum fine of 1 billion rupiah jo. Article 8 letters b, d and e Article 62 paragraph (1) of Law Number 8 of 1999 concerning Consumer Protection with the threat of imprisonment for a maximum of 5 years and a fine of 2 billion rupiah.

Although the actions of the perpetrators are said to be outrageous and meet the qualifications of barbarism, there are still unanswered problems. The problem lies in the prevention aspect and not in the law enforcement aspect, which is a critical question regarding the role of higher education in producing the perpetrators of recycling the used antigen swab sticks. Criticisms raised about the failure of higher education to lead its students to 'metamorphose' outside the campus environment as individuals who are professionalism, morality, and have strong character, is a reflection of the learning model that has been carried out so far [3]. The lack of link and match between morality and professionalism which is often complained of in the case of used antigen swab sticks, indicates an 'invisible chasm' that should be removed immediately. Meanwhile, at the same time, higher education, which incidentally is the printer of these perpetrators, is increasingly difficult to dodge when its graduates actually fall into various criminal acts when they hold public positions as the frontline in dealing with the pandemic.

The case of the use of used antigen swab sticks from 2020 until it was dismantled in mid-2021 is a piece of time that further strengthens this fact. Imagine, various myths that have been tightly closed for decades and even denied their existence, are slowly but surely starting to emerge in the public sphere. The entrenched practice of enriching oneself during a pandemic, the large number of fake antigen certificate brokers, the rampant fights for self-isolation, are phenomena of the 'iceberg' of the gloomy reality of dealing with pandemics which are actually practiced by medical personnel who are none other than alumni of higher education institutions in this republic.

Therefore, when higher education and the practice of dealing with the pandemic are focused on in the big picture of the current scandalous condition of the use of used antigen swab devices, there are immediately a number of basic questions that must be answered. These

various questions start from, how does the condition of the higher education map in Indonesia set the initial foundation for prospective professionals when it is time for them to carry out their profession to dynamize the public health system? On the map of higher education displayed, how does the demand for higher education play its role in bridging the depth of theoretical study and the reality of empirical task-carrying skills in the world of medical practice? Furthermore, how to come up with a learning model that is able to realize the demands for higher education in its interrelation with the macro-pandemic response in Indonesia? These questions then become the guiding 'lanterns' in revealing the urgency of the emergence of the idea of 'progressive education' proposed by John Dewey in its more tangible form.

### Method

Judging from the type of research, the drafting of this research belongs to Sosiolegal research [4]. This study that looks at law through a combination of normative analysis (legal norms, juridical) and non-legal science approaches.

Data collection techniques using in-depth interviews, observation, documentation and Focus Group Discussion (FGD) to subsequently drawn conclusions [6]. As for data analysis techniques using interactive analysis as stated by Miles and Huberman [7].

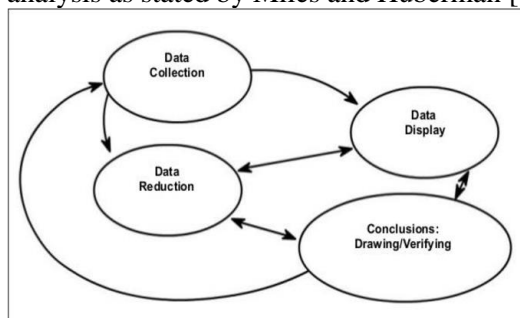


Figure 1. Interactive Model of Analysis

### Result and Discussion

#### Result

The study resulted in the finding that these despicable, non-irretic, and harmful acts of consumers have opened the public's eyes that even during a pandemic, greed for economic gain is capable of destroying the nation's social capital, namely mutual cooperation.

Educational values that teach the nation's sensitivity during a pandemic to help each other and take care of each other are faded by the ambition to get the maximum profit by using a used antigen rapid test swab tool. When society enters into medical esotericism, it is used by a number of individuals to sell everything as a commodity (reification) [8] including the integrity of the educated people who incidentally are products of educational institutions. Educated people who should carry out public health service duties in preventing the spread of the Covid-19 pandemic, but instead behaved barbarically for financial gain. It is at this culmination that education's role is questioned in creating educated people who turn out to be niretic and lacking morality in carrying out their profession. Disclosure of usage scandal this second-hand antigen rapid test tool ultimately 'forces' the world of education to rethink an educational model that is expected to strengthen the nation's social capital in the era of the COVID-19 pandemic. John Dewey's concept of progressive education is offered as a corrective step to produce life learners who are sensitive to the nation's conditions and strengthen the nation's social capital.

### Discussion

The analytical steps taken to uncover the legal issues that correlate between the scandal of the use of used test equipment and the moral obligation of higher education can be described further as follows.

#### 1. Progressive Educational Philosophy

Therefore, the first discussion will start from the Philosophy of Progressive Education. In his effort to build a progressive educational philosophy construction, John Dewey started by expressing his dissatisfaction with traditional educational processes and practices which he saw as a separate institution that was not integrative when compared to other social institutions [9]. In the big picture of the order of life, it is as if educational institutions are pieces of a different sketch, in the form of institutions that are impermeable to influences outside the system that they are actually in. This is sharpened by the prominent characterization of the peculiarities of educational institutions with partial rules and organizational tools. Starting from the spatial arrangement, time schedule, order, classification scheme, testing system, and education level promotion, all of which will

certainly not be found when compared to what happens in the interrelation of the family environment, as well as in everyday society. With a different language, it can be emphasized that there will not be a rigid and rigid order in terms of levels or rules in the family, neighboring environment, and even in society, which is like a school institution.

Analyzing the pattern of traditional education, John Dewey argues that the embodiment of such a pattern actually characterizes the goals, teaching methods, and disciplines to be achieved through education. The main goal or target of traditional education in Dewey's perspective is to prepare young people for various future responsibilities and for success in their lives through the process of mastering a set of information and various forms of skills that have been prepared and become teaching materials. Since the subject matter as well as all behavioral norms are inherited from the past, the attitude of the students in general must be characterized by obedience, willingness to accept and obedience. Books, especially handbooks, are the main representatives of the customs and knowledge and wisdom of the past, while teachers are the means, it is through these teachers that students are effectively introduced to the learning material. Teachers are intermediaries, through which knowledge and skills are communicated and rules of behavior are taught [10].

Such traditional education patterns ultimately form a one-way learning path, and place the teacher or lecturer at the center of the learning process [11]. This means that all knowledge becomes the monopoly of the teacher to be then conveyed to students in the form of material that is carefully prepared. Learning with this method, of course, can be delivered continuously from generation to generation without having to think about the philosophy that underlies it. This means that by maintaining the adherence to a one-way learning pattern with well-presented material, the rolling of the educational process in a learning series no longer requires various kinds of reflection to implement it.

The condition of 'accommodation' by the concept of traditional education which is still felt to be unequal to the need for developing critical power of students in a democratic world is what gave rise to a renewal movement in the

format of progressive education. It is this kind of anxiety that underlies John Dewey's ideas and stance on the need for a new philosophy of urgency in education. According to him, the task of philosophy is to provide directive lines for action and the reality of life. Therefore, philosophy should not be immersed in useless metaphysical thoughts. Philosophy must be based on experience, and investigate and process that experience actively critically. Only then can philosophy construct an order of norms and values. According to Dewey, philosophy and education cannot be separated. even philosophy is the basis for educational theory. The purpose and objective of the school is to awaken and develop a democratic and moral attitude to life. The educational process must be carried out based on the child's own experience. Although it must be realized that not all experiences are beneficial. Therefore, schools must provide 'learning materials' in the form of useful experiences for the future of students and at the same time these experiences are things that students can experience at this time. Thus, the pressure point of experience gained from education is not only oriented to the future, but is initiated and felt today as well, namely when the student begins to open the sheet for the first time sitting in school, or goes through the stages of his lectures.

In order to finalize his educational philosophy, John Dewey founded an experimental school to test and put his theory into practice. A school which is a form of social life in a more compact miniature and is under experimental control. Dewey was of the view that if philosophy really wanted to become an experimental science, then according to him the design of such a school would be the starting point. Finally the school was successfully established and named the University Elementaire School which questioned the main issues, such as; 1).How to put a close relationship between the school and the environment?; 2). How to relate history, knowledge, and art to the life of the student?; 3).How to teach with interesting materials according to the child's life?; and 4). How to arouse students' interest in a subject matter? [9]. The focus on the four choices of the main things, in fact, has been Dewey's thoughts for a long time, until finally he wrote a letter to his wife about his anxiety. "...there is a picture of a school which is growing in my mind, in which a number of actual constructive activities will

become the center and source of all things, from which work will always be born in two forms; the first as a social aspect of constructive industry and the second as contact with nature which provides it by providing raw materials. Theoretically I can see how carpentry and other skills in trying to build a particular house model could be central, both for social training and for scientific training. All of this is arranged in a safe context of positive concrete physical habits of the eye and of the hand.”

After more or less ten years of research at the experimental school, important principles were found which turned out to be very diametrical when compared to traditional learning patterns that had been developed so far. If it is narrowed down, the educational philosophy that is implicit in all new style educational practices, will bring out completely different colors, both from the pattern of approach, method, to the context and content of the material it teaches. It can be observed that; 1). coercion from above, as opposed to individualistic expression and efforts to cultivate it; 2). external discipline, as opposed to free activity; 3). learning from books and teachers, as opposed to the process of learning through experience; 4). mastery of pure skills and techniques separately through constant practice, as opposed to mastery of these skills and techniques as a means of achieving goals which are immediately vital to his life; 5). preparation for a somewhat distant future, as opposed to trying to make the most of the opportunities of the present whole of life; 6) Static goals and subject matter, as opposed to cognitively familiarizing oneself with a world that is constantly changing [12].

Thus Dewey's philosophy was developed based on experience which in the end provided a sharp self-criticism towards the implementation of traditional education, both regarding the approach, method, context and content. The rationale for this progressive educational philosophy seems to have not been applied to higher education, which has produced professionals without ethics and dares to commit scandals over the use of used antigen swab devices. The first point of Dewey's progressive educational philosophy, which explains how to establish a close relationship between school and the environment, seems to have been forgotten. When the relationship

between schools and campuses is so close to the environment that is currently affected by the pandemic, of course the expertise possessed by higher education graduates is not used to seek financial gain for themselves. When the relationship between schools and campuses is so close to their environment, sensitivity will grow by utilizing the expertise of their graduates to devote their knowledge to the common good in the face of a pandemic that has not yet been resolved. This point has become a criticism of the scandal over the use of used rapid test equipment at Kualanamu International Airport.

## 2. Theory of Experience as a Foothold

Starting from the starting point of a progressive educational philosophy that emphasizes its conception of experience, through experience and for experience, more concrete steps are immediately realized. This step is to arrange the types of material and various social relations that are suitable for progressive education, so that it produces a useful experience for students. In such conditions, simultaneously the type of material and social relations become two twin sides that must be developed simultaneously and interrelatively. Therefore, a coherent theory of experience, while providing a positive direction for the selection and organization of suitable educational materials and methods for student development, will be required by efforts to provide a new direction for schoolwork.

In order to achieve the goals of democratic learning and experience, Dewey determines two criteria for learning materials that make up the learner's learning experience. The category of continuity, or continuum of experience, is the first criterion. This principle is involved in any attempt to distinguish between experiences that are valuable because of their pedagogical nature, and experiences that are not valuable in that respect. The principle of continuity of experience means that each experience takes something from all previous experiences, and in some way changes the quality of all subsequent experiences [13].

In the context of medical and health learning, this continuity coil includes experience of skills in the health sector and human sensitivity to the conditions of people who need assistance. The experience of playing the duties of medical officers and clinical laboratories as one of the pillars of community

service for the first time dealing with a medical emergency becomes an important basis for further experience of skills and social sensitivity. Experience in the form of experience dissecting a medical case in order to find out what medical action to take on an event is the initial key that must be found. At the same time, the experience of skills in determining prescriptions and drugs is also a provision as a function of equality of arm towards the process of strengthening the experience of socially sensitive medical skills. It is said that there is a need for 'arm strength equality' in the medical world because it must be remembered that medical action always cuts in two directions, seeking healing on the one hand, and social sensitivity on the other. So that medical efforts do not occur that are contrary to social sensitivity, since medical action is taken, as well as laboratory steps are carried out, medical skills must not leave honesty and empathy for people who need medical services. These two experiences which seem diametrically correlated but are actually balanced are then used to improve the quality of medical and other laboratory experiences in carrying out their functions as the front line in handling epidemics and even pandemics.

Furthermore, Dewey is of the view that experience does not take place in a vacuum, meaning that experience is not only treated as if it only takes place in the body and mind of an individual. There are several sources outside the individual that produce experience. This is where Dewey explains that it is not appropriate for a school as an educational entity to be separated from its social environment which always provides the latest learning even in its actual appearance. In this context, the experience of medical and laboratory skills requires enrichment from a social environment that supports social sensitivity in it. Because it is in this social environment that various medical cases occur, the various materials that must be checked in the laboratory begin,

Interaction is the second criterion regarding the effort to interpret an experience in its function and pedagogical power. This interaction principle gives equal rights to both facts in experience, namely objective conditions and internal conditions. Every normal experience is a form of mutual influence between these two sets of conditions. In the form of integration, or in their interaction, all these conditions form what is called a situation.

In this case it can be seen that Dewey's idea of the criterion of experience also includes a situational aspect that must be understood. This is an important point for successful learning which will provide an independent learning atmosphere.

In the context of medical learning and clinical laboratories, the situation that Dewey refers to as an objective and internal interaction is often found as a normal situation or a pandemic situation as it is today. A normal situation is defined as a learning condition in the classroom in order to deepen medical and laboratory analytical skills with a relatively loose tempo and learning pressure for students, the learning environment, and educators. This kind of normal situation can be seen in medical practicum classes. A situation that is refreshing for students, with materials that they already have (data base document) as well as interactions with the medical environment in the form of simulations with a general scope.

In different situations, sometimes the medical and laboratory learning situation changes drastically when it is aimed at dealing with a pandemic condition like today. Objective and internal interactions between students, educators, as well as the learning environment in medical and clinical laboratory learning become strict with high discipline in order to produce the best learning products compared to emergency conditions that continue to develop. Such medical and laboratory clinical learning situations are often found when a team prepares to take part in an apprenticeship trial at a health institution which of course has situations of different levels of danger. The situation of pandemic rivalry with learning outcomes that are really at a high level has also changed the internal situation of the medical team which was originally normal, to be 'combat ready'. In turn, the interaction with the objective environment outside the medical team is also getting more intense, in order to obtain supplies of the latest medical and clinical developments. The current conditions at the time of the pandemic which are always up to date 'force' every medical student to conduct research on the latest medical and clinical developments by adjusting to the current conditions at hand. This is where previous experience becomes important to be refined immediately, and an inventory of previous documents is quite useful even though it can no longer be guided continuously. Records of experience,

advantages and disadvantages of medical treatment in the past, and all efforts to make up for shortcomings in the past, trigger medical and clinical laboratory learning situations that are much more enthusiastic than normal situations.

Therefore, when looking at the two presentations of Dewey's material criteria for progressing in the implementation of medical and clinical laboratory learning, an easy illustration of the description of a series of experiences that has been successfully optimized in this progressive learning-based school can be reflected by the wheels that make up a mechanical watch. If you look closely, the series of gears in a mechanical watch, will show a series that has continuity, and continuous interaction to further produce an accurate clockwise direction. Such is the picture that is trying to be realized from a philosophy of experience in progressive learning in Dewey's conception of thought.

Focusing on medical and clinical laboratory learning, then how does this philosophy of experience with its interrelative and simultaneous composition of material give color to the achievement of progressive education? As a course that includes both theoretical and practical sides, medical and clinical laboratories are actually fertile fields for the development of experiences that increase the potential of each student in the care of educators who think and act progressively. Therefore, it becomes a major responsibility for educators, both lecturers and medical and clinical laboratory learning supervisors, that the medical and clinical laboratory learning process is not only aimed at realizing general principles regarding the formation of actual experiences by various environmental conditions, However, every medical and clinical laboratory learner must also be concretely aware of the surrounding environment and have a social sensitivity that is conducive to gaining various experiences that lead to the growth process. At this culmination, the important point is that educators should know how to take advantage of various physical and social environments, so that all things that must be empowered in the process of forming various kinds of valuable experiences can be drawn from that environment. This step is important because every true experience has an active side which in some degree has the potential to change all

objective conditions when the experience is obtained.

## Conclusion

Based on the research conducted, it was found that the actions that were disgraceful, non-irretic and harmful to consumers were carried out by elements of Kimia Farma Diagnostics, opened the eyes of the public that even during a pandemic, greed for economic gain was able to destroy the nation's social capital, namely mutual cooperation. Educational values that teach the nation's sensitivity during a pandemic to help each other and take care of each other are faded by the ambition to get the maximum profit by using a used antigen rapid test swab tool. When society enters into medical esotericism, it is used by a number of individuals to sell everything as a commodity (reification). The reification includes selling the self-integrity of educated people who incidentally are products of higher education institutions. Educated people who should carry out public health service duties in preventing the spread of the Covid-19 pandemic, but instead behave barbarically for financial gain. It is at this culmination that progressive education has been forgotten, which emphasizes skills that always go hand in hand with social sensitivity. So when there are educated people who turn out to be niretic and lack morality in carrying out their profession, it is certain that progressive education must be re-applied so that democracy is balanced with high morality, personal desires are aligned with public interests, and greed can be reduced when sensitivity and social sensitivity are taught from school.

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