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Nature Interest: Comparison Between Students of Science-Related Study Programs and Non-Science-Related Study Programs at the Kerinci State Islamic Institute

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Abstract: Nature interest is an individual's interest in the natural environment, which includes curiosity, involvement, and enjoyment when in nature. This interest often leads to a drive to preserve nature and strengthen emotional connections with the natural world. This study aims to measure Nature Interest at the Kerinci State Islamic Institute. This study adapted the Nature Interest Scale instrument. This study used descriptive and comparative quantitative methods; the sample comprised 122 students. This study examined students' interest in nature and its impact on pro-environmental attitudes and behaviors. The results showed variations in interest between science and non-science students, influenced by educational background, academic orientation, and personal interests. Participation in nature-based solutions, such as ecosystem restoration and natural resource conservation, stimulates motivated motivation by encouraging involvement in pro-environmental practices. Environmental education has been shown to influence pro-environmental behavior, especially for science students who balance emotional and intellectual interests in nature. Emotional attachment to nature is the main motivational basis for nature protection behavior, although their science education does not always influence students' beliefs. Non-science students tended to be less interested in nature, but emotional connections to nature still influenced their pro-environmental attitudes and behaviors. Science students, especially biology, reported more positive attitudes, broader knowledge, and higher levels of nature-related activity than other majors and more pro-environmental attitudes than business majors. Environmental education increased environmental awareness, with environmental studies students showing higher awareness and greater appreciation for using the campus arboretum than students from other majors. Students' environmental volunteerism values varied by gender and stream of study. Science students' understanding of the contribution of ecosystem functions to human well-being reinforced the importance of biodiversity education in shaping environmental concerns.

Keywords: Nature Interest; Sains; Non-Sains.

Introduction

Nature interest is a phenomenon that encompasses various aspects of human engagement with nature. It includes an appreciation of natural beauty, a desire to protect the environment, and participation in outdoor activities such as hiking, camping, and bird watching. Nature interest is not just about recreation but also psychological, educational, and conservation dimensions. Research shows that engagement with nature has various benefits, including improved mental health, increased attention and concentration, and encouraging pro-environmental behavior. (Capaldi et al., 2017). Interest in nature is also an important component of environmental education, which aims to increase understanding and appreciation of the natural environment and promote sustainable behavior. (Soga & Gaston, 2020).

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The growth of Nature Interest in modern society can be attributed to several factors, including environmental education, increased access to information through digital media, and direct experiences that foster an appreciation for the beauty and complexity of nature. Research shows that contact with nature positively affects mental and physical health, including reduced stress, improved mood, and improved overall physical condition (Bratman et al., 2015). Time in nature can improve mood, reduce stress, and improve overall quality of life. The Nature Interest Scale provides an economical way to measure adolescents' interest in nature in research or educational and sustainability settings (Neurohr et al., 2023). Nature's interest lies in recognizing the importance of preserving nature and the environment for human well-being and life. As more people develop an interest in nature, the awareness of the importance of nature conservation and environmental protection increases. Therefore, this study will develop, test, and evaluate a new measurement instrument for nature interest surveys based on interest theory: The Nature Interest Scale (NIS). Developing a new scale is a multi-step process that must ensure the quality of the new instrument (Boateng et al., 2018) (Carpenter & Carpenter, 2018).

College is a defining period during which students pursue academic knowledge and develop critical skills needed for professional and personal life. Recent research has shown that social support, involvement in campus activities, and access to academic resources greatly influence students' well-being and academic success. (Picton et al., 2018). College is a place to gain knowledge and skills and a critical time for character and identity development. Recent research shows that student experiences are influenced by social support, involvement in campus activities, and dynamic learning environments. Student involvement in extracurricular activities, student organizations, and self-development programs has been shown to improve leadership and time management skills, which are essential for future success. (Patra & Rachman, 2024).

Kerinci State Islamic Institute has four faculties: the Faculty of Tarbiyah and Teacher Training, the Faculty of Usuludin Adab and Da'wah, the Faculty of Islamic Economics and Business, and the Faculty of Sharia. There are various departments in several faculties. There are science and non-science departments at the Kerinci State Islamic Institute; the science department at the Kerinci State Islamic Institute consists of 4 departments: biology education, mathematics education, physics education, and chemistry education. Also, the Kerinci State Islamic Institute has non-science departments such as Islamic religious education, Sharia economics, da'wah management, English education, Arabic language education, etc. (IAIN, 2024).

Science students pursue higher education in the natural and exact sciences, such as biology, chemistry, physics, and mathematics. They play an important role in the development of science and technology, which is the foundation of societal progress. Education in the field of science requires high analytical skills, problem-solving skills, and critical thinking. In addition, science students are often involved in laboratory research and scientific projects that require precision and perseverance. (Sukma, 2022)Studies show that active involvement in research activities and academic communities can improve science students' understanding of scientific concepts and practical skills. Collaborative learning and emotional support also play important roles in science students' academic success and well-being (Linn et al., 2015).

Non-science students pursue higher education in fields other than natural and exact sciences, such as social sciences, humanities, arts, and business. They play an important role in developing various aspects of life, including culture, society, and economy. Education in non-science fields emphasizes a deep understanding of humans, society, and culture and critical communication, analysis, and problem-solving skills (Azra, 2024). Faculty and academic mentors' support in developing their intellectual and professional skills is essential. Research shows that active learning, collaborative projects, and internship experiences can improve the skills and confidence of non-science students (Effrisanti, 2015).

The relationship between science and non-science students is an integral part of the dynamics of the college environment. Although focused on different fields of study, these two groups complement each other in the process of learning and personal development. Science students bring a deep understanding of natural science and technology, while non-science students bring diverse perspectives on humans, society, and culture (Triputra & Pranoto, 2020).

Engagement and interaction between science and non-science students can produce powerful synergies in collaborative learning and problem-solving. Research shows that cross-disciplinary collaboration often results in innovative ideas and more holistic solutions to complex challenges in science and society (Linn et al., 2015). Science students can bring technical and analytical perspectives, while non-science students bring social, human, and artistic insights essential to designing sustainable and impactful solutions. In addition, collaboration between science and non-science students can also help overcome the silos that sometimes exist in academic settings. By working together, students from different fields of study can complement each other,

broaden their perspectives, and enrich their learning experiences (Van den Hoven et al., 2012).

It is important to emphasize that understanding the differences in nature interest between students majoring in science and non-science is a crucial first step in developing a more holistic educational approach. This study examines how comparing nature interests of science majors and non-science students' academic backgrounds can affect students' appreciation and engagement with the natural environment. Through this study, it is hoped that insights can be found that can be used to design educational programs that not only support scientific understanding but also encourage the active involvement of all students in environmental conservation efforts. Student involvement in nature-related activities can increase environmental awareness and foster a sense of responsibility for the sustainability of the ecosystem. Therefore, this study compares nature-related interests and activities between the two groups of students to provide more appropriate recommendations for integrating environmental education (Nugroho et al., 2022).

Method

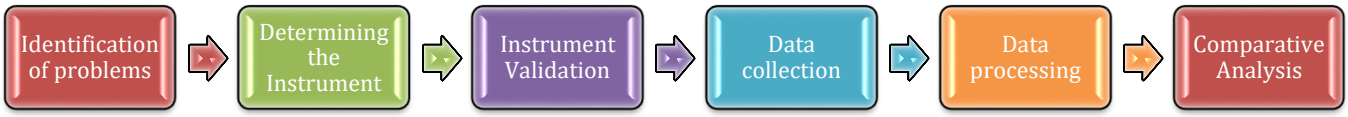

Figure 1. Research flow

This study uses a quantitative approach with a descriptive and comparative design. This approach aims to describe the characteristics of the population studied and compare two main groups. (Green et al., 2023), namely science students and non-science students, in various variables that are the focus of the study. This study was conducted at the Kerinci State Islamic Institute from March to May 2024. This location was selected based on ease of access and the relevance of the population studied to the research objectives.

Kerinci State Islamic Institute has four faculties and 18 departments, with a diverse student population. The research sample, consisting of 122 students, was determined purposively from this population. This sample was divided into two main groups: 77 students from science departments and 45 from non-science departments. This sample size was selected based on the availability of respondents and adequate representation of the two groups being compared.

This study used two main methods to collect valid data: printed questionnaires and Google Forms-based questionnaires. The questionnaires used have gone through trial and validation stages to ensure the reliability and accuracy of the data obtained. This questionnaire measures various aspects relevant to the research objectives, including students' perceptions, attitudes, and experiences of the variables studied. (Preston, 2020).

The data collected from the questionnaire were then processed and analyzed using descriptive and comparative statistical methods. Data processing was carried out with the help of JASP software, which facilitates accurate and efficient data analysis. For a general description of the data, this study will use data visualization with flexplate, which allows a graphical presentation of data to facilitate the interpretation of the results. Flexplot will describe the data distribution and compare groups of science and non-science students in various research variables.

This study's comparative analysis will focus on the differences between science and non-science student groups. Relevant statistical tests will be applied to determine the significance of these differences. (Berg-Schlosser, 2015)Thus, this study's results are expected to provide comprehensive insight into the characteristics and differences between science and non-science students at the Kerinci State Islamic Institute.

Result and Discussion

General Description of Nature Interest

This study analyzes the demographic characteristics of students at the Kerinci State Islamic Institute who are respondents. As part of a descriptive quantitative approach, these demographic data include variables such as major, gender, and preferences for nature and adventure activities. These data are important for understanding the profile of respondents and providing context when comparing science and non-science student groups. The following table presents the categorical binomial distribution of the demographic variables used in this study.

Table 1. Categorical Binomial Demographic Variables of the Study

Variable	Level	Counts	Proportion (%)
Major	Non-Science	50	41.00
	Science	72	59.00
Gender	Male	31	25.40
	Prefer not to answer	5	4.10
	Female	86	70.50
Love to Care for Plants	No	30	24.60
	Yes	92	75.40
Adventurous	No	37	30.30
	Yes	85	69.70
Likes Mountain Climbing	No	68	55.70
	Yes	54	44.30
Love Camping	No	58	47.50
	Yes	64	52.50
Like to do conservation of nature	No	34	27.90
	Yes	88	72.10
Like Fishing Activities	No	77	63.10
	Yes	45	36.90

The data in the table show significant differences in the distribution of several demographic variables among the study respondents. First, in terms of majors, there is a clear difference between science and non-science students. Science students dominate the sample with 72 people (59%), while non-science students number 50 people (41%). This difference shows that in the study population, more students choose science majors than non-science majors.

In terms of gender, there is a striking difference in proportion between men and women. Most respondents were women, as many as 86 people (70.5%), while men only numbered 31 people (25.4%). As many as five people (4.1%) chose not to reveal their gender. The dominance of women in this sample may reflect demographic trends in certain institutes or study programs.

Preferences for plant care activities showed a significant difference, with 75.4% of respondents (92 people) stating that they liked it, compared to 24.6% (30) who did not like it. This shows that most respondents are highly interested in activities related to nature and plants. Meanwhile, for adventure activities, 69.7% of respondents (85 people) stated that they liked it, and 30.3% (37 people) did not, indicating that most respondents have a high interest in adventure activities. However, when mountain climbing activities were separated from general adventure, a more even difference was seen, with 55.7% (68 people) not liking mountain climbing, while 44.3% (54 people) liked it. This may indicate that most respondents consider mountain climbing a more challenging or less interesting activity.

Camping and nature conservation activities also showed differences in preferences, although not as large as the other variables. As many as 52.5% of respondents (64 people) stated that they liked camping, and 47.5% (58) did not, indicating almost balanced preferences. On the other hand, nature conservation activities were preferred, with 72.1% of respondents (88 people) stating that they liked it, and only 27.9% (34) did not like it. This indicates a strong awareness and interest in environmental conservation among students. Finally, fishing activities showed the largest difference between those who liked and disliked it, with 63.1% of respondents (77 people) stating that they did not like it, and only 36.9% (45) did. This activity appeared less popular than other nature activities, such as caring for plants or camping, possibly due to personal preferences or accessibility. Overall, these differences in numbers provide important insights into the variation in preferences and demographic characteristics of students participating in the study, which may influence comparative analysis between science and non-science students.

High interest in nature refers to a strong interest of individuals or groups in using nature-based solutions to maintain or improve health. (Astell-Burt et al., 2023). This study aims to understand a person's interest and fascination with nature, which may impact their behavior and attitudes towards the environment. (Kleespies et al., 2021). Humans have long been interested in nature, starting with early cultures that used it for basic needs and then observed it. (Ramírez & Santana, 2019). The restorative capacity of the natural environment, as perceived by individuals, depends on their level of connection to nature and the biophilic quality of that environment. (Berto et al., 2018). The results show that adolescents' interest in nature is positively correlated with their relationship with nature, their intention to conserve nature and their involvement in pro-environmental activities in their free time. (Neurohr et al., 2023)Interest in nature can motivate the

development of environmental competencies, similar to interest in science, which is an important motivator for engaging in science and supporting deeper learning.

Nature Interest based on Indicators

This study measures the level of nature interest among respondents using five main indicators: Emotional Interest (EI), Cognitive Interest (CI), Value Interest Interest (VIC), Ecosystem Services (EIS), and Overall Nature Interest (NI). Each indicator provides insight into a different aspect of respondents' interest in nature, from emotional involvement to their perception of the importance of ecosystems. The results of these measurements are summarized in the table below, which includes the median, mean, standard error of the mean, 95% confidence interval for the mean, and standard deviation for each variable.

Table 2. Descriptive Data of Nature Interest

	ME	MK	NKM	LE	NI
Median	12.00	11.50	12.00	16.00	51.00
Mean	11.53	11.33	11.57	16.02	50.45
Std. Error of Mean	0.22	0.21	0.21	0.30	0.79
95% CI Mean Upper	11.97	11.74	11.99	16.62	52.02
95% CI Mean Lower	11.10	10.91	11.16	15.42	48.88
Std. Deviation	2.42	2.32	2.33	3.35	8.75

Note: ME= Emotional Interest, MK= Cognitive Interest, NKM= Value of Interest, LE= Ecosystem Service, NI= Nature Interest

From the data presented, it can be seen that the median and mean of each indicator are relatively consistent. The median for Emotional Interest (EI) is 12.00, while the mean is 11.53. This small difference between the median and mean indicates that the distribution of EI scores is quite symmetrical and is not affected by extreme values. Similar things can also be seen in Cognitive Interest (CI), with a median of 11.50 and a mean of 11.33, and in Interest Value (NKM), with a median of 12.00 and a mean of 11.57, which shows a similar distribution pattern.

In the Ecosystem Services (LE) indicator, the median and mean are also very close, 16.00 and 16.02, respectively, which confirms that the distribution of respondents' values on this indicator is quite even. However, compared to other indicators, LE has a larger range in both standard deviation (3.35) and standard error of the mean (0.30), indicating a higher variation in respondents' responses regarding ecosystem services. The level of interest in nature (Nature Interest or NI) as an overall indicator has a median of 51.00 and a mean of 50.45. This variable also shows a greater level of variation than other indicators, with a standard deviation of 8.75. The confidence interval range for NI is the widest, ranging from 48.88 to 52.02, indicating that although there is a strong general tendency towards interest in nature, respondents have varying interest levels.

The relationship between ecosystem services and students' nature interest levels involves multiple aspects, including direct benefits from ecosystems and broader impacts on environmental policy and education. Ecosystem services, which include the benefits humans derive from nature, such as clean air, water, and recreational opportunities, significantly influence the formation of students' natural interests. (Lai & Zoppi, 2024). Research has shown that direct experiences with nature can increase an individual's interest in and understanding of the importance of ecosystem services. For example, Beery and Lekies highlight how early interactions with nature can foster a sense of emotional and cognitive attachment to the environment, providing utilitarian benefits and fostering a deeper appreciation for ecosystems. (Beery & Lekies, 2021).

These experiences are important in integrating student perspectives into environmental education and policy, ensuring that future generations are better aware of sustainability. In urban areas, nature-based approaches such as Nature-Based Solutions (NBS) are increasingly recognized for addressing urban environmental issues while increasing people's interaction with nature. (Remme et al., 2024). This can increase students' interest in nature by showing them the benefits they gain from ecosystem services in their everyday environment.

In addition, student engagement in citizen science provides opportunities for them to participate actively in environmental research and management. This participation deepens their understanding of ecosystem services and strengthens their interest in nature through direct experience and personal relevance to the ecosystems they study. (Di Grazia et al., 2021)In this context, understanding the relationship between biodiversity and ecosystem services, as expressed by Wen et al., becomes very important for students who are highly interested in nature. (Wen et al., 2020). Finally, perceptions of well-being related to ecosystem services,

as found in a study of fish farming ponds in France, suggest that emotional attachment to nature can enhance personal satisfaction and well-being. This suggests that students interested in nature tend to derive greater emotional and psychological benefits from their interactions with the environment, which strengthens their commitment to nature conservation. (Rey-Valette et al., 2022).

The relationship between ecosystem services and students' interest in nature spans multiple dimensions, including educational, emotional, and practical aspects. Continuous interaction with nature through education and active participation can shape a more environmentally conscious and sustainable generation in the future.

Nature Interest based on Demographic Variables

The following table presents an analysis of respondents' level of interest in nature based on various demographic variables, including gender, major, and interest in activities such as adventure, hiking, camping, nature conservation, and fishing. These measurements include the median, mean, standard error of the mean, and standard deviation for each demographic variable category. These data provide insight into how demographic factors and preferences for nature activities influence interest in nature.

Table 3. Nature Interest Levels Based on Demographic Variables

Categorical Variables		Median	Mean	Std. Error of Mean	Std. Deviation
Gender	Man	52.00	51.13	1.18	6.56
	Woman	51.00	53.40	1.91	4.28
	Choose not to answer	50.00	50.04	1.04	9.60
Major	Science	52.00	52.34	0.93	6.55
	Non-Science	50.00	49.14	1.16	9.83
Adventurous	Yes	46.50	48.00	2.48	4.97
	No	51.00	50.53	0.82	8.85
Likes Mountain Climbing	Yes	51.00	50.53	1.11	9.14
	No	51.00	50.35	1.13	8.32
Love Camping	Yes	51.00	50.07	1.06	8.05
	No	51.50	50.80	1.17	9.39
Love Nature Conservation	Yes	50.00	49.32	1.21	7.07
	No	52.00	50.89	0.99	9.32
Love Fishing	Yes	52.00	51.25	1.07	9.37
	No	51.00	49.09	1.11	7.47

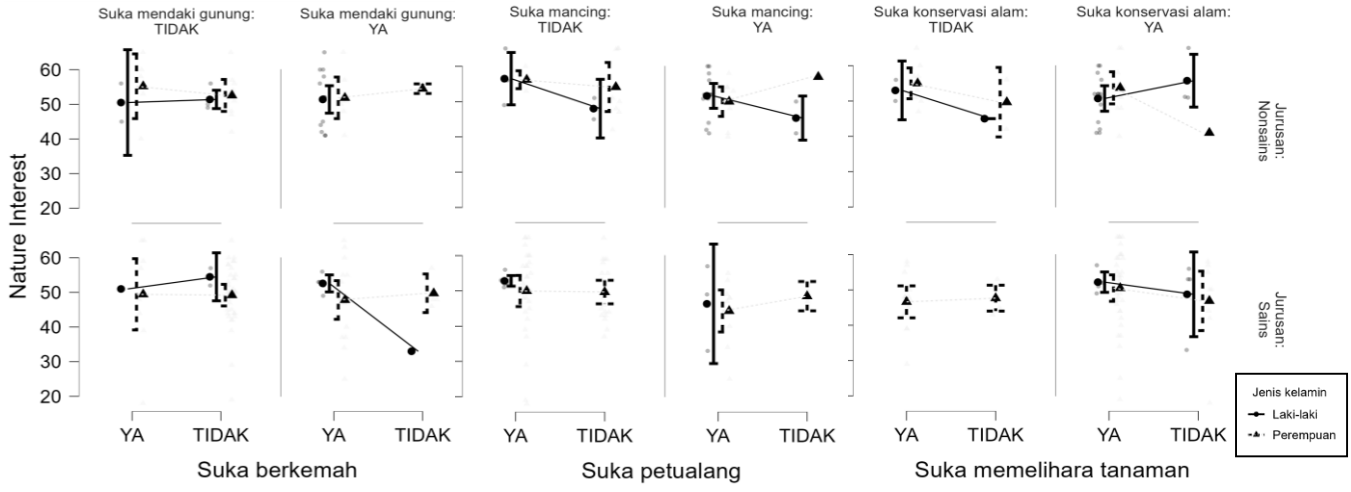

Figure 1. Flexplot Comparison of Demographic Variables by Major

The analysis results show variations in the level of nature interest among various demographic categories. Based on gender, males have the highest median (52.00) compared to females and respondents who chose not to answer, with a mean of 51.13. However, females have the highest mean (53.40), although their median is slightly lower, indicating a high consistency of interest among female respondents. In contrast, respondents who chose not to answer have a lower median and mean but with a larger standard deviation (9.60), indicating significant variation within this group.

Regarding majors, science students had higher medians and means (52.00 and 52.34) than non-science students. This suggests that science students tend to have a greater interest in nature than their peers in non-science majors. The smaller standard deviation in the science group (6.55) also indicates that interest in nature is more uniform among science students. For adventurous activities, respondents who do not like adventurous activities showed a higher level of nature interest, both in terms of median (51.00) and mean (50.53), compared to those who do like adventurous activities. A similar phenomenon was also seen in the variable of liking mountain climbing, where there was no significant difference in the median between respondents who liked and disliked mountain climbing. However, the mean was slightly higher for those who did not like mountain climbing.

In the variables of liking camping and liking nature conservation, the difference between the median and mean in both groups was not too large. However, in the variable liking fishing, respondents who liked fishing showed higher median and mean (52.00 and 51.25) than those who did not like fishing. Overall, this analysis revealed differences in the level of nature interest based on demographic variables. Factors such as gender, major, and interest in certain nature activities can affect a person's interest in nature, as indicated by differences in median, mean, and variation in standard deviation between the groups.

Table 4. Differences between Students from Science and Non-Science majors

Variable	Difference	Cohen's d	Level	Estimate
Major	-5.375	-0.637	Non-Science	54.432
			Science	49.057
Love to Care for Plants	3.169	0.376	No	
			Yes	52.226
Likes Mountain Climbing	-0.161	-0.019	No	49.218
			Yes	49.057
Like to do conservation of nature	2.715	0.322	No	46.342
			Yes	49.057
Adventurous	0.956	0.113	No	48.102
			Yes	49.057
Love Camping	0.218	0.026	No	48.839
			Yes	49.057
Love Fishing	-5.796	-0.687	No	
			Yes	43.261

The table above shows that the major variable shows a significant difference between students from Science and Non-Science majors. Students from Non-Science majors have a higher average score (54.432) compared to students from Science majors (49.057), with a difference of -5.375 and a medium effect size (Cohen's d = -0.637). This shows that the major significantly impacts students' attitudes towards environmental conservation.

Furthermore, students who like to keep plants showed a higher mean score (52.226) compared to those who do not like to keep plants, with a difference of 3.169 and a smaller effect size (Cohen's d = 0.376). This indicates that interest in keeping plants may be positively related to attitudes towards environmental conservation. The difference in mean scores is also presented for variables such as liking to hike, conserving nature, adventure, camping, and fishing. However, most of these differences have smaller effect sizes, indicating that the impact of these variables may not be as large as the influence of major and interest in keeping plants.

Interest in nature can vary between science and non-science students. This difference is caused by varying educational backgrounds, academic orientations, and personal interests. (Jucker, n.d.). Interest in nature is increasing among students from various majors, both science and non-science (Baird et al., 2022). Participation in nature-based solutions stimulates motivation for sustainability by encouraging individuals to become more involved in environmentally supportive practices. Nature-based solutions, such as ecosystem restoration, reforestation, and natural resource conservation, provide opportunities for individuals to see firsthand the benefits of pro-environmental actions (Cárdenas et al., 2021). Environmental education also influences pro-environmental behavior in science students (Aini & Hasibuan, 2020). Experiences with nature enhance learning, personal development, and environmental stewardship (Jucker, n.d.). Nature-based learning supports science learning as well as classroom-based learning and benefits more students (Faber Taylor et al., 2022). Individuals who have a strong connection to nature find natural environments more restorative, especially those with higher biophilic qualities (Berto et al., 2018).

Students majoring in science need a balance between emotional and intellectual interest in nature and life to prepare them for environmental education (Kim et al., 2018). Emotional attachment to nature plays a significant role in shaping our understanding and relationship with the environment, often outweighing the influence of cultural factors (Bitzker, 2016). Exposure to nature has a strong correlation with increased emotional well-being. Interaction with the natural environment, such as walking in a park, hiking, or simply sitting by a lake, can have a calming and refreshing effect on the mind (Buru et al., 2021). Emotional connection to nature is associated with pro-environmental attitudes and behaviors, regardless of academic major.

Experiences with nature can enhance learning, personal development, and environmental stewardship. Nature also appears to provide a calmer, quieter, and safer context for learning; a warmer, more cooperative context for learning; and a combination of "loose parts" and autonomy that encourages forms of play that are beneficial to development (Jucker, n.d.). Spending time in nature can also induce physiological relaxation and provide therapeutic benefits. (Rippe, 2023). Psychological and physical connections with nature enhance human well-being and environmental conservation (Barragan-Jason et al., 2023). Folk wisdom and scientific research show that spending time in nature improves mental and physical health. Nature exposure provides health and well-being benefits comparable to positive psychology interventions (Heilmayr & Miller, 2021). Exposure to natural scenery using virtual reality can provide relaxation and improve mood (Anderson et al., 2017). Exposure to nature has benefits for human well-being and mental health, which is especially important for students (Majors, 2019).

Research internship programs can enhance students' understanding of science concepts and cognitive engagement with nature. On the other hand, non-science students may have a high emotional interest in nature through activities such as photography or art, but they tend to be less engaged in deep scientific understanding of nature (Burgin & Sadler, 2016). Other factors influencing cognitive interest in nature include perceived ability in mathematics and science and educational background. High perceived ability in mathematics can predict students' persistence in choosing and completing STEM majors, which ultimately increases their cognitive engagement in nature and science (Dika & D'Amico, 2016).

Understanding nature, from the cellular level to the ecosystem, is critical to understanding our changing world (Zingel, 2023). Learning more from nature can help solve environmental problems and improve the world (Khuc, 2023). Nature provides many important contributions to the quality of human life, both visible and invisible, which need to be understood and preserved (Ryu et al., 2020). Knowing about nature is important for human prosperity, health, and well-being, as well as developing critical and creative thinking skills (Braus & Milligan-Toffler, 2018). Natural history knowledge is an essential part of understanding the natural world and crucial to effective education and public policy (Nanglu et al., 2023).

Knowledge of nature, both scientific and personal, is important because it shapes human attitudes and awareness (Skilbeck, 2022). Information is important for understanding how nature works more than mass and energy (Pendit, 2020). Scientific and emotional/cultural knowledge of nature is essential for conservation efforts (Newman, 2023). Conservation of nature and appreciation of natural resources is important to protect the future (Jumagul, 2021). Environmental education can also influence the level of environmental awareness among students, with environmental studies majors showing higher levels than other majors (Ivanov et al., 2020). Spending time in nature appears to foster environmental stewardship. Adults who are highly concerned about nature generally attribute their care to spending time, especially playing, in nature as children – and research supports this. Connecting with nature is important for improving the quality of life, as it reduces stress and offers benefits compared to a digital lifestyle (Mahato & Ekka, 2023).

Ecosystem services are environmental benefits provided by natural resources that support human life and well-being (Baker et al., 2015). Science students have an understanding of how ecosystem functions contribute to human well-being (Alonso & Gutiérrez, 2017). Students' environmental concerns and attitudes toward forest ecosystem services have implications for biodiversity education (Torkar, 2016). Humans must be considered as an integral component of nature, not separate from it, to improve well-being and environmental preservation (Kurle et al., 2023). Holub has also studied the belief that humans and nature have equal value and should be treated equally (Hołub, 2019). According to (Franco et al., 2017) Nature experiences can benefit humans through various sensory pathways, not just the visual. Seltenrich's research discusses the growing evidence of the benefits of nature for human health (Seltenrich, 2017). Nature provides important well-being benefits for students, including opportunities for physical activity, emotional renewal, and social connection (Puhakka, 2021).

Conclusion

This study shows that a high interest in nature reflects individuals or groups' strong interest in using

nature-based solutions to maintain or improve health. This study aims to understand an individual's interest in and attraction to nature, which can impact their behavior and attitudes toward the environment. Interest in nature varies between science and non-science students and is influenced by educational background, academic orientation, and personal interests. Participation in nature-based solutions, such as ecosystem restoration, reforestation, and natural resource conservation, stimulates sustainability motivation by encouraging individuals to be more involved in pro-environmental practices. Environmental education influences the pro-environmental behavior of science students, which requires a balance between emotional and intellectual interest in nature.

Emotional attachment to nature was a primary motivation for nature-protecting behavior, although their science education did not always influence students' beliefs about nature. Non-science students were generally less interested in nature, but emotional connections to nature still influenced their pro-environmental attitudes and behaviors. Science students, especially biology, reported more positive attitudes, greater knowledge, and higher levels of nature-related activity than other majors, and they also reported more pro-environmental attitudes than business students. Environmental education influenced environmental awareness, with environmental studies students reporting higher awareness and greater appreciation of using the campus arboretum than students from other majors. Students reported higher levels of environmental volunteerism, with variations based on gender and stream of study. Science students' understanding of the contribution of ecosystem functions to human well-being reinforced the importance of biodiversity education in shaping environmental awareness.

Author Contributions

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Conflicts of Interest

The authors declare that there is no conflict of interest

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